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ABSTRACT

This guide is the result of an Ohio task force which reviewed issues related to the identification, evaluation, and provision of appropriate educational services to children with language impairments. Two question and answer pages direct readers to the relevant sections of this guide. The first section, on the nature of language, looks at the scope of language; communication, modality, and language; interaction of language components; language form; use of language; and language in the classroom. Next, language in learning is considered, including language development, language differences and disorders, and language-based classroom problems. Teacher accommodations are considered in the third section. The fourth section provides guidelines for Intervention Assistance Teams including team utilization and 12 specific team activities (e.g., reviewing accommodations attempted, determining need for additional assessments, and designing an intervention plan). Multifactored evaluation activities are presented in the fifth section, with five steps in the language evaluation process delineated (from appointing the multidisciplinary team for the evaluation to developing an Individualized Education Program). The final section describes six models of speech/language service delivery (i.e., inservice, Intervention Assistance Team (IAT), collaboration, pullout intervention, classroom-based intervention, and community-based intervention). (DB)

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Ohio Handbook for the Identification, Evaluation, and Placement of Children with Language Problems

Ohio Department of Education
Columbus, Ohio
1991

EC 300 957

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Ohio Handbook for the Identification, Evaluation, and Placement of Children with Language Problems

Prepared by the
Ohio Statewide Language Task Force
and the
Ohio Department of Education, Division of Special Education

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1990 2000

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May, 1991

School has been referred to as a "verbal game." Those who know and understand the rules can play the "game" and survive academically and socially, while those who do not fail in varying degrees. Language-handicapped students do not grow out of their language problems. School problems increase as expectations and course content become more demanding.

For language-handicapped students, the difference between academic expectations and actual competencies can create academic, social, and behavioral problems. These students often require special education programs and services to improve their academic and social functioning.

Because Ohio schools are committed to providing an appropriate education for all handicapped children, the Ohio Statewide Language Task Force was established to study the issues related to the identification, evaluation, and placement of students with language problems. This publication is the result of the committee's work.

I would like to express my sincere appreciation to the many individuals who contributed to this effort and add a special word of thanks to Judy McCracken, who chaired the task force; Jerry Johnson, Kristin Kask, and Cynthia Reighard, consultants in the Division of Special Education, who served on the task force; and Arlene Baker, editorial consultant, who spent many hours reviewing and refining the document in its final draft stages.

Students in Ohio with suspected language problems will certainly benefit from this cooperative effort as educators implement the recommendations included in this *Handbook*.

Frank E. New

Frank E. New, Director
Division of Special Education

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Preface

Publication Development

The Ohio Statewide Language Task Force was convened by the Division of Special Education in August 1987 at the direction of the State Superintendent's Advisory Council for Special Education. The charge to the task force was to review the issues related to the identification, evaluation, and provision of appropriate educational services to Ohio's children with language impairments. This publication, *Ohio Handbook for Identification, Evaluation, and Placement of Children with Language Problems*, hereinafter shortened to *Handbook*, is the product of the task force's study. The task force was chaired by Judy McCracken, director of the East Shore Special Education Regional Resource Center (SERRC). The fiscal agent was the Mentor Exempted Village School District.

Task Force

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Karen Wolf, speech/language supervisor, East Shore SERRC
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Elisabeth Wiig, professor emeritus, Boston University; consultant to the Ohio Statewide Language Task Force

This publication is dedicated to the memory of Patricia R. McIntosh. Her commitment to improve services for children with disabilities has made a lasting contribution to special education in Ohio.

Refinement, Publication, and Dissemination

The *Handbook* evolved from six rough drafts from February 1988 to June 1990. Hundreds of Ohio educators participated in the review and revision of the drafts. Final editing took place in late 1990 and early 1991, and the document was published by the Ohio Department of Education, Division of Special Education, in May 1991. Copies were made available to all school districts through the SERRC network.

Purpose

The purpose of this *Handbook* is to assist Ohio educators and parents in the difficult process of identifying students with language deviations who are eligible for assistance. The *Handbook* attempts to give the reader an understanding of "normal" developmental language milestones and of the interacting components of the English language. Characteristics of children with language problems are discussed to help the reader recognize that certain behaviors may be symptoms of language deviations. Such characteristics that are exhibited daily in the home and classroom may signal the need for a thorough review of the child's language skills, rather than an attribution of these characteristics to behavior or attention deficit problems. Specific sections are included to provide preventive intervention and accommodation strategies, suggested evaluation procedures and instruments for use, and alternative models for meeting the student's program needs.

Legal Foundation

The Ohio Department of Education set forth the basic procedures for identification of handicapped children in *Rules for the Education of Handicapped Children*, which became effective July 1, 1982. These *Rules* reflect the mandates set forth in the Education of All Handicapped Children Act, P.L. 94-142, and its counterparts in Ohio law.

How to Use this Handbook

What is language?

I know the differences between communication, language, and speech. No? Read pages 9-10.

What are the components of language?

I know the three components of language and can give concrete examples of each. No? Read pages 11-21.

What are "normal" language developmental milestones?

I know typical language behaviors of children aged one through adolescence. No? Read pages 23-25.

What are language problems?

I can distinguish between language differences, delays, and disorders. No? Read pages 25-26.

What are the characteristics of language and communication problems?

I can recognize problems and their characteristics for each component of language. I know the ways these problems affect a student's academic and social functioning. No? Read page 28.

What accommodations can be made in the classroom for a student with language problems?

I know how to systematically identify a student's language strengths and weaknesses. I know how to determine whether I have made appropriate accommodations for the student's particular type of language difficulty. No? Read pages 29-42.

What should happen when the teacher makes accommodations and the student still has problems?

I know that I can request assistance from my colleagues, e.g., the intervention assistance team (IAT). I know the procedures an IAT should follow when designing language-based preventive and intervention activities. I know what data an IAT should consider. No? Read pages 43-49.

How is a plan developed for conducting the multifactored evaluation?

I know who serves on a multidisciplinary evaluation team for students suspected of having a language handicap. I know what the evaluation team is required to do. I know what steps should be followed when developing an evaluation plan. No? Read pages 51-52.

Are there special considerations for determining areas to be assessed and for selecting test instruments used for student referrals?

I know how communicative status should be evaluated for each handicapping condition. I know how to select and administer appropriate procedures for assessing language. I know how to select and administer appropriate procedures for assessing intellectual functioning of a student with language problems. No? Read page 52.

Do I know how suspected language-handicapped students are evaluated?

I know the methods for evaluating suspected language-handicapped students. I know how assessment results should be analyzed. No? Read pages 52-53.

When do students with language problems qualify for special education services?

I am aware of the eligibility criteria for programs serving students with language handicaps. I know how the evaluation team's decisions should be documented.

No? Read pages 53-54.

How should an individualized education plan (IEP) be developed for a student with a language handicap?

I know what the IEP conference participants do. I know how assessment is used in making IEP decisions. I know how assessment results are used in developing the IEP.

No? Read pages 54-55.

Are alternative models of language service delivery available?

I know other ways to serve language-impaired students than traditional pullout intervention.

No? Read pages 77-84.

CHAPTER I

What is Language?

The Scope of Language

Language is often defined as the mechanics of writing, grammar, spelling, and reading. This definition portrays language as synonymous with, and limited to, the concept of language arts. However, language is much broader than this rather narrow concept and is actually a part of the even broader concept of communication.

The development of communication and language skills is an ongoing process that extends from infancy to adulthood. Language can be examined from the perspective of its interactions, components, or the sequence of its developmental stages. In dealing with language and communication, it must be remembered that these skills and components are interrelated and interdependent. In practice, this means we should not evaluate any one aspect of a student's language development in isolation, but instead we should view the *whole* student in the context of the purpose of the communication and the setting in which it occurs.

This section of the *Handbook* provides a definition of language, an overview of language components, and an introduction to the critical role and importance of language in the classroom.

Communication - Modality - Language

There is frequent confusion among educators regarding the use of the terms "communication," "modality," and "language." Often these terms are viewed as interchangeable when, in fact, they most definitely are not.

Communication

Communication is the transfer of a message between a sender and a receiver. This implies that the message was received. If the message was not received, communication did not occur.

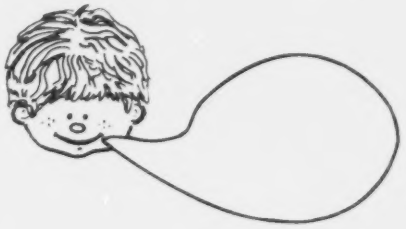
According to this definition, a message must be transferred for communication to take place. For example, a high school physics teacher lecturing on the theory of relativity to a group of rather restless and uninspired juniors may be talking with animation, but may not be really "communicating" any information.

Communication may take many forms, language being the most formal. Communication may also occur without language. Examples are a policeman's hand signals, a teacher's "evil eye," a baby's cry, and an international road symbol.

Modality

Modality refers to the vehicle or means by which a message is exchanged. Communication modalities include listening, speaking, reading, and writing. These four modalities may be further broken down. For example, speaking includes (1) oral expression, such as actual speaking, whistling, and sighing, and (2) visual expression, such as gestures and facial expressions.

The modality must be considered separately from the message. Speech is the modality for many languages, not just English. Difficulty with the speech modality does not necessarily indicate a problem with language. Conversely, a student with "acceptable" speech patterns can have serious language problems.



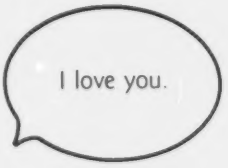
Language

Language is an organized system of symbols shared among a group of people, which represent objects, actions, feelings, processes, and relationships. Every language has a set of rules that govern the content, form, and use of that language.

Examples of formal rule-governed languages include English and Spanish, but also may include sign language and computer language. A competent user of any of these languages would readily identify violations of its rules.

< i love you return >

Te Quiero



Interaction of Language Components

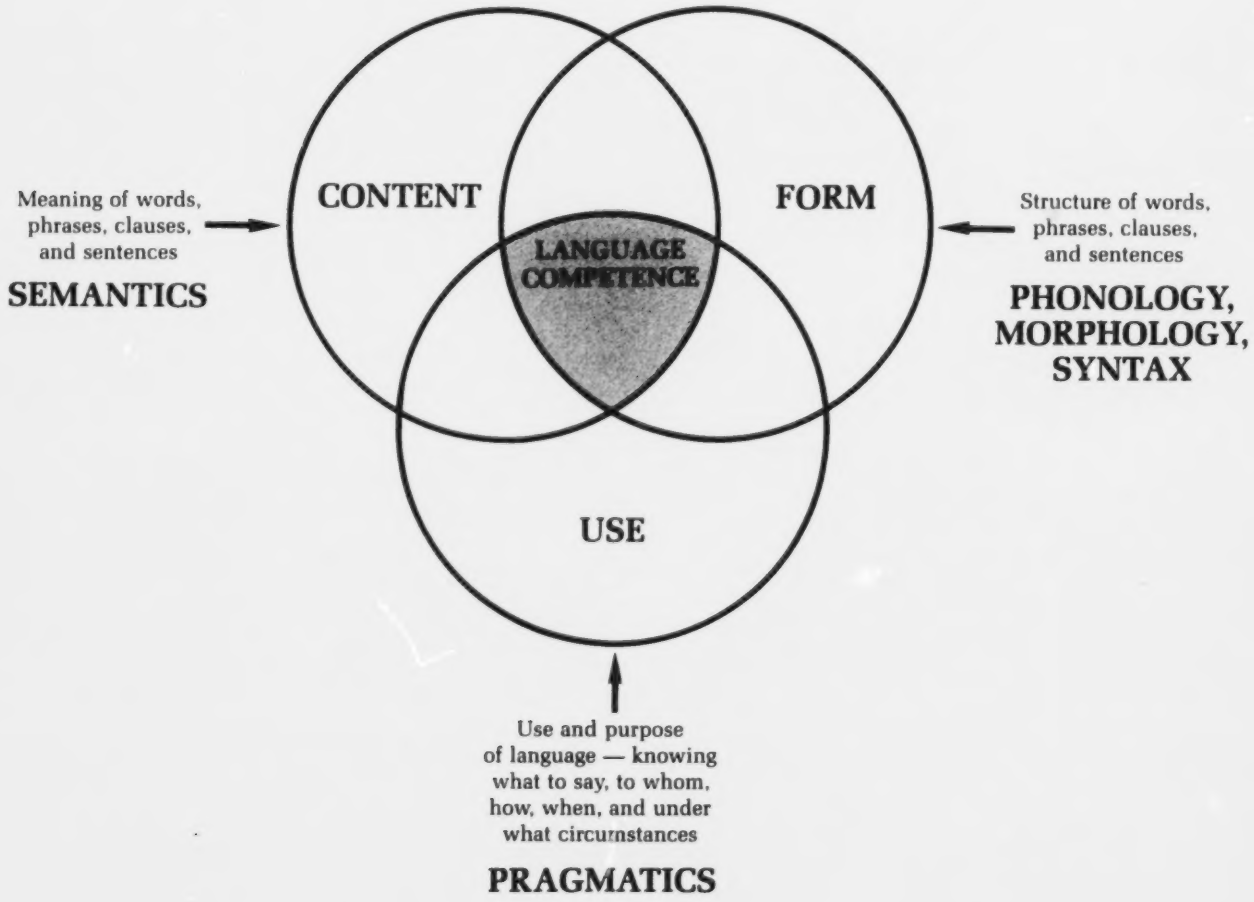
Any attempt to define language implies that language can be compartmentalized and each compartment's contents scrutinized independently and out of context, as if under a microscope. To explain how language behaviors are learned and how they develop, the task force separated language into three components: content, form, and use.

CONTENT The meaning of words, phrases, clauses, and sentences used for communication. (SEMANTICS)

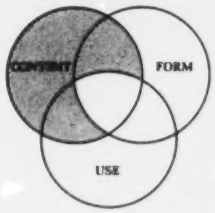
FORM The structure of syllables, words, phrases, clauses, and sentences used for communication. (PHONOLOGY, MORPHOLOGY, and SYNTAX)

USE The use and purpose of language as it relates to knowing why to communicate, what to say, how to say it, when to say it, and to whom to say it. (PRAGMATICS)

Figure 1. INTERACTION OF LANGUAGE COMPONENTS


Meaning of words, phrases, clauses, and sentences
SEMANTICS
CONTENT
FORM
LANGUAGE COMPETENCE
USE
Structure of words, phrases, clauses, and sentences
PHONOLOGY, MORPHOLOGY, SYNTAX
Use and purpose of language — knowing what to say, to whom, how, when, and under what circumstances
PRAGMATICS

The shaded area indicates that language competence is the integration of skills related to content, form, and use.



Content of Language

Semantics

Semantics refers to the *meaning of words and sentences*, the rules that govern the choice and interpretation of words in context.

Semantics is the psycholinguistic system that patterns the content of communication — the intent and meanings of words and sentences. It refers to the use of words in meaningful relationships or the knowledge the speaker must have in order to understand sentences and relate them to his or her world. Semantic features of language include vocabulary and concept development.

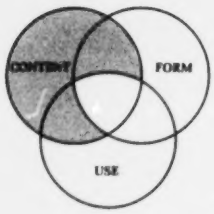
Figure 2. SEMANTICS — EXAMPLES OF MEANING

MEANING FEATURES — it is, it has, it can
- Cow - (animate, four legs, milk, moos)
- Horse - (animate, four legs, gait)
- Fish - (animate, swims, scales, fins)
- Chair - (inanimate, four legs, used for sitting)

MEANING RELATIONSHIPS
- Antonyms - (hot - cold)
- Synonyms - (lukewarm - tepid)
- Analogy - (sweet - candy; sour - lemon)

NONLITERAL AND FIGURATIVE MEANINGS
- Idioms - (He let the cat out of the bag.)
- Metaphors - (She stooped to an all-time low.)
- Proverbs - (A stitch in time saves nine.)

SENTENCE MEANINGS
- Agent-Action-Object - (Mommy feeds the baby.)
- Article-Agent-Action - (The dog is eating.)
- Basic/Complex Sentences



Examples of Semantics

I. Read the following sets of words. What is similar about the words in each group?

1. apple, carrot, grape, artichoke, plum, potato
2. airplane, car, tricycle, wagon, rocket, glider

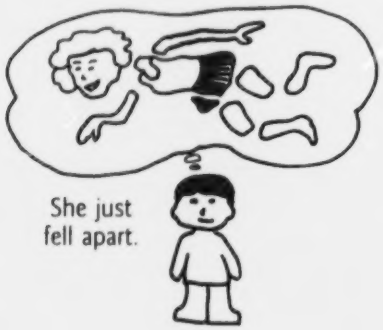
The items in set 1 are related because they are all food. The examples in set 2 are all vehicles.

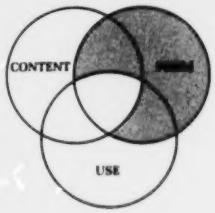
II. Can each set be broken into two more categories?

Set 1 contains both fruits and vegetables. Set 2 contains both air and ground vehicles and could be further subdivided by powered and nonpowered characteristics.

III. Examples of Multiple Meanings and Uses

1. She ran down the street.
2. He ran for President.
3. He ran a printing press.





Form of Language

Phonology

Phonology refers to the rules that govern the *combinations of sounds* into syllables and words.

Phonology is the system of spoken sounds and intonational patterns in a language and the rules that govern those sounds as they are combined to form syllables and words and sentences.

Figure 3. PHONOLOGY — COMBINATIONS OF SOUNDS

SPEECH SOUNDS

Consonants - (p, t, k, n, r)
Vowels - (i, e, a, o)
Diphthongs - (-ou, -au)
Blends - (bl-, st-, spr-)

SYLLABLES

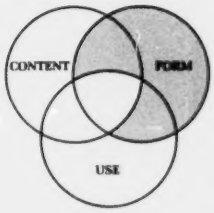
Consonant Vowel – (ba-na-na)
VC – (Ann, apple)
CVC – (ham, bit)
CCV, CCCV – (stew, spray)
VCC – (ant)

WORDS

Single-syllable - (ham)
Two-syllable - (hamster)
Three-syllable - (banana)
Multi-syllable - (telecommunication)

INTONATIONAL PATTERNS

Stress on syllable – Mother! Mother?
Stress on words – I'm not going to bed!
I'm not going to bed!
I'm not going to bed!



Examples of Phonology

I. Say the word "sat."

What sounds do you hear? You should hear three separate sounds: s. . . a. . . t.

Now try "come."

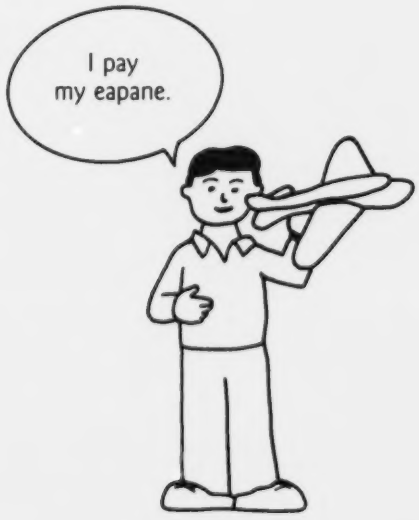
What sounds do you hear? Phonology deals with the actual sounds, not the letters. You should hear three sounds even though there are four letters. The "k" sound is represented by the letter "c."

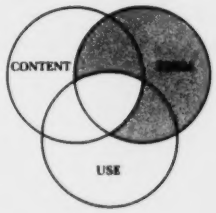
II. If you were to create some new words in our English language, which of these do you feel would be acceptable?

psftard
vug
twirk
baut

According to English phonology, "vug," "twirk," and "baut" would be acceptable. One rule of English phonology is that there is a limit to the number and sequence of consonants allowed to occur together. Speakers of English follow these rules.

III. A child who says "fun" for sun or "wady" for lady has not fully developed the phonological system or has developed a personal rule system. The child who substitutes "tun" for fun probably also substitutes "dit" for dish and "tay" for say because these pairs are all produced by the same rule. Treatment would be aimed not at the individual sounds of /f/, /sh/ but at the one *rule* the child is using incorrectly.





Morphology

Morphology refers to the rules that govern the *construction of words.*

Morphology is the linguistic rule system that governs the structure and construction of words. Examples include the rules for tenses, plurals, possessives, and comparatives.

Figure 4. MORPHOLOGY — CONSTRUCTION OF WORDS

INFLECTION (Number, Person, Possession, Tense)

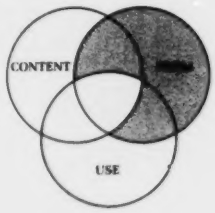
Plural - (-s, -z, -ez)
Possessive - (-'s, -'z, -'ez)
Third person present tense - (-s, -z, -ez)
Past tense - (-d, -t, -ed)
Present progressive - (-ing)

DERIVATION (Changing Word Class)

Verb-to-noun - (teacher, contractor, dependence)
Noun-to-noun - (geologist, pianist)
Adjective-to-adverb - (slowly)

PREFIXING/SUFFIXING

Verb - (locate, relocate, dislocate)
Noun - (trust, distrust, antitrust)



Examples of Morphology

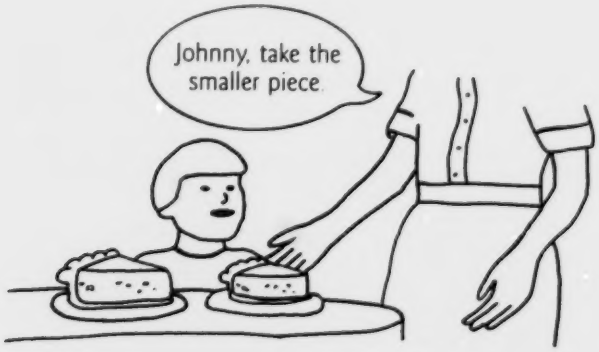
I. Using the prefixes "un-," "re-," and "dis-," make new words from the following list:

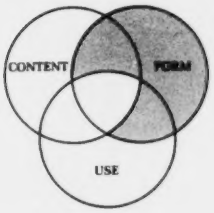
locate
do
tie
place

II. Using the suffixes "-s," "-ed," and "-ly," make new words from the following list:

kind
play
table
quiet

What you have been doing is combining meaningful elements (morphemes) together to make new words. For example, un + tie = untie. The new word with an expanded meaning is constructed from two smaller meaningful parts (prefix and base morpheme).





Syntax

Syntax refers to the rules that govern the *construction of sentences.*

Syntax is the linguistic rule system governing (1) the order and combination of words into phrases, clauses, and sentences, and (2) the relationships among the elements within a sentence. Examples of syntax include rules for word agreement and word order.

SIMPLE SENTENCES (Five types)

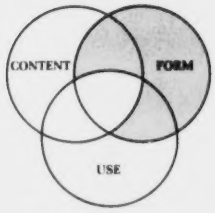
The boy is running.
The boy is eating the pie.
The boy is tall.
The boy is in school.
The boy gives the paper to the teacher.

COMPLEX SENTENCES (Multiple phrases, clauses)

Compound - (The boy and girl ate the pie.)
Coordination of clauses - (The boy is in school, and the girl is at work.)
Subordination of clauses - (The boy is eating the pie because it is time for dessert.)
Sentences with complements - (The idea that the boy ate the whole pie scares me.)
Sentences with relative clauses - (The girl who lives next door never finishes her papers on time.)

COMPOUND SENTENCES

The ball is round.
The ball is big. The big red ball is round.
The ball is red.



Examples of Syntax

I. Read the following sentences and identify which would *not* be acceptable in standard English.

1. Rachel and Robert is walking in the rain.
2. The boy pushed the girl and ran away.
3. What he is doing?
4. The kids were marching a parade.
5. The girl combed her hair by himself.
6. Can I give him mine?
7. Her needs a new pencil.

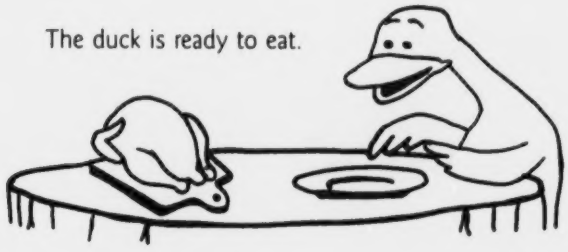
Sentences 1, 3, 4, 5, and 7 are incorrect. They contain examples of errors in word agreement (1, 5), word order (3), word omission (4), and word substitution (7). Sentences 2 and 6 are correct.

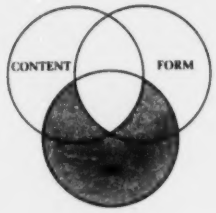
II. Compare the following pairs of sentences:

The girl pushed the boy.	The boy was pushed by the girl.
You can go.	Can you go?
He's doing his work.	He's not doing his work.
He is going to the store. He will buy a book.	He is going to the store to buy a book.

In each case, sentences are generated through the application of linguistic rules that accomplish different purposes in English but that have a common propositional base.

III. In the sentence "The duck is ready to eat," the subject is the duck sitting at the table. To refer to the duck on the platter, the sentence needs to be revised to "The duck is ready to be eaten." This example shows that the meaning of the sentence can be altered by the relationship of words within the sentence.





Use of Language

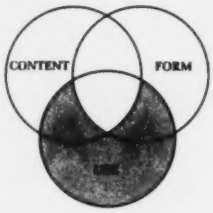
Pragmatics

Pragmatics refers to communication in *context*.

Pragmatics is the rule system used to determine appropriate and effective communication in varying contexts. This system is complex and requires integration of several variables to determine the what, why, who, how, when, and where of communication.

Figure 6. PRAGMATICS — APPROPRIATE COMMUNICATION IN CONTEXT

WHERE/WHEN	**SETTING/SITUATION** The physical setting, time, or events occurring
WHO	**RECIPIENT/PARTICIPANT** The perceived perspective, readiness, and knowledge of the recipient
HOW	**MEDIUM/FORM/TOPIC** The *medium* (telephone, writing), *form* (conversation, narrative), and *topic* (math, biology) at hand
WHAT	**INTENTION/OBJECTIVE** The goal or objective of the message (verbal/nonverbal)



Examples of Pragmatics

I. Read the following situational examples. What makes each student's behavior inappropriate?

1. Child says to teacher: "Give me a pencil!"
2. Student hollers to friend across the library: "I found your book."
3. Teacher asks: "Do you want some milk or juice?" Child responds: "Yes, I want some."
4. Salutation of a student's business letter reads: "Hi there!"
5. Teacher asks: "Who discovered America?" Child answers: "My grandfather from Ireland!"

Each example demonstrates difficulty with how language may be used. Language may be inappropriate considering the specific listener (1), context (2, 4), and purpose of the communication or the preceding event (3, 5).

II. Pragmatics is strongly tied to social context. Look at the illustration below. Note that the facial expression of the speaker is contradictory to what is being said. This can be misinterpreted as a behavioral or personality issue.

Language in the Classroom

In every classroom, communication is the name of the game. Teachers and students transfer information back and forth all day long. This information is transferred, either effectively or ineffectively, primarily through formal language.

Language Arts

The typical language arts curriculum too often addresses the "science" of language rather than the "art" of language. Teachers often focus on the mechanics of reading and writing — on drills, spelling, grammar, phonics — that is, on the *form* of language. The *purpose* (or use) and the *meaning* (or content) of language are not usually emphasized in the classroom. To have a truly complete language arts program, the curriculum must incorporate all three components of language (*content*, *form*, and use) in all four modalities (*listening*, *speaking*, *reading*, and *writing*).

Language arts also needs to include instruction that focuses on using language for aesthetic purposes, for the sheer "joy" of using language. Language should be used for a variety of purposes that include imaginative and creative expressions as well as functional purposes.

Language of Instruction

Language is a part of the classroom in all subject areas, not just during the time set aside for language arts. Language is used to increase the child's exposure to new information and vocabulary. Regardless of the subject area (social studies, math, health, music, or reading), the way the teacher and student exchange information determines how well and in what way knowledge is gained. Teachers need to be aware of not only the language level at which they themselves present information but also the language level used in the text.

Children learn best in an active and creative mode, yet students are too often engaged in silent, passive, and socially isolating work. Opportunities for interaction among students enhance learning.

Language is the teacher's most valuable tool. It is vital that teachers have an adequate understanding of what language entails, of how they use language to teach, and of how they teach language for use.

Language can motivate through reinforcement, or it can alienate through sarcasm. Language can explain and enlighten, or it can confuse and muddle.

In summary, language is so much more than grammar. Teachers need to focus on the meaning and purpose of language in the classroom. Language is the tool students use to organize experiences, to develop a knowledge base, and to express their unique personalities.

In the following section, language development will be discussed as it relates to learning in the classroom.

CHAPTER II

Language in Learning

Language Development

Most individuals will achieve some level of ability in language and communication and will have some access to a means for expressing themselves. Whether or not an individual can make use of personal resources to learn and use a standard language in everyday life is the concern to be addressed in this section. An overview of the normal sequence of language skills development is followed by a discussion of ways in which language and learning may differ from these normal expectations.

Figure 7, compiled from many sources, identifies common language-related behaviors and provides a basic reference point for age levels at which these behaviors are typically observed. This guide to normal language development is intended to provide a basis for evaluation, for decisions on educational placements, and for planning intervention.

Figure 7. DEVELOPMENTAL MILESTONES

AGE	LANGUAGE BEHAVIORS
1 yr.	recognizes his or her name understands simple instructions initiates familiar words, gestures, and sounds uses "mama," "dada," and other common nouns
1½ yrs.	uses 10 to 20 words, including names recognizes pictures of familiar persons and objects combines two words, such as "all gone" uses words to make wants known, such as "more," "up" points and gestures to call attention to an event and to show wants follows simple commands imitates simple actions hums, may sing simple tunes distinguishes print from nonprint
2 yrs.	understands simple questions and commands identifies body parts carries on conversation with self and dolls asks "what" and "where" has sentence length of two to three words refers to self by name names pictures uses two-word negative phrases, such as "no want" forms some plurals by adding "s" has about a 300-word vocabulary asks for food and drink stays with one activity for six to seven minutes knows how to interact with books (right side up, page turning from left to right)

2½ yrs.	has about a 450-word vocabulary gives first name uses past tense and plurals; combines some nouns and verbs understands simple time concepts, such as "last night," "tomorrow" refers to self as "me" rather than name tries to get adult attention with "watch me" likes to hear same story repeated uses "no" or "not" in speech answers "where" questions uses short sentences, such as "me do it" holds up fingers to tell age talks to other children and adults plays with sounds of language
3 yrs.	matches primary colors; names one color knows night and day begins to understand prepositional phrases, such as "put the block under the chair" practices by talking to self knows last name, sex, street name, and several nursery rhymes tells a story or relays an idea has sentence length of three to four words has vocabulary of nearly 1,000 words consistently uses m, n, ng, p, f, h, and w draws circle and vertical line sings songs stays with one activity for eight to nine minutes asks "what" questions
4 yrs.	points to red, blue, yellow, and green identifies crosses, triangles, circles, and squares knows "next month," "next year," and "noon" has sentence length of four to five words asks "who" and "why" begins to use complex sentences correctly uses m, n, ng, p, f, h, w, y, k, b, d, and g stays with one activity for 11 to 12 minutes plays with language, e.g., word substitutions
5 yrs.	defines objects by their use and tells what they are made of knows address identifies penny, nickel, and dime has sentence length of five to six words has vocabulary of about 2,000 words uses speech sounds correctly, with the possible exceptions being v, th, j, s/z, zh, and r knows common opposites understands "same" and "different" counts ten objects uses future, present, and past tenses stays with one activity for 12 to 13 minutes questions for information identifies left and right hand on self uses all types of sentences shows interest and appreciation for print
6-7 yrs.	identifies most sounds phonetically forms most sound-letter associations segments sounds into smallest grammatical units begins to use semantic and syntactic cues in writing and reading begins to write simple sentences with vocabulary and spelling appropriate for age; uses these sentences in brief reports and creative short stories understands time and space concepts, such as before/after, second/third comprehends mathematical concepts, such as "few," "many," "all," and "except" by second grade, accurately follows oral directions for action and thereby acquires new knowledge

8, 9, 10, 11 yrs.	substitutes words in oral reading, sentence recall, and repetition; copying and writing dictation are minimal comprehends reading materials required for various subjects, including story problems and simple sentences by fourth grade, easily classifies words and identifies relationships, such as "cause and effect" defines words (sentence context) introduces self appropriately asks for assistance exchanges small talk with friends initiates telephone calls and takes messages gives directions for games; summarizes a television show or conversation begins to write effectively for a variety of purposes understands verbal humor
11, 12, 13, 14 yrs.	displays social and interpersonal communication appropriate for age forms appropriate peer relationships begins to define words at an adult level and talks about complex processes from an abstract point of view; uses figurative language organizes materials demonstrates good study skills follows lectures and outlines content through note taking paraphrases and asks questions appropriate to content
Adolescence and Young Adult	interprets emotions, attitudes, and intentions communicated by others' facial expressions and body language takes role of other person effectively is aware of social space zones displays appropriate reactions to expressions of love, affection, and approval compares, contrasts, interprets, and analyzes new and abstract information communicates effectively and develops competency in oral and written modalities

Developed by the Ohio Statewide Language Task Force, 1990

Language Problems

When considering an individual student's language development, the teacher can compare the student's current level of functioning to the steps outlined in Figure 7. The student who develops in accordance with the chart is considered to have normal language development. The student who does not develop according to the chart (1) may have different, but not necessarily abnormal, language development; (2) may be delayed in language acquisition; or (3) may demonstrate severe language disorder. Language differences or problems arise from a variety of sources, are manifested in varying patterns and degrees of severity, and require varied strategies for accommodation.

Overt language problems in young children may become covert or more subtle as children get older. For example, a student may speak in short sentences or may have limited vocabulary, word retrieval problems, inferential processing difficulties, or pragmatic difficulties. Unrecognized early language problems may later show up in listening, speaking, reading, or writing. If individual needs are not acknowledged and addressed, the student may be at risk of developing long-term educational and/or social handicaps.

Language Differences

A student's language development may be different from the normal developmental milestones. However, this difference does not invariably indicate the presence of a functional disorder or warrant formal intervention. To evaluate a language difference, one must first examine the personal and environmental resources a student brings to language acquisition and use. Linguistic competence may directly reflect intellectual ability, environmental and experiential variables, or unique situations, such as that of bilingual input. Some of these factors are unalterable (e.g., intelligence, socioeconomic status). Other factors result from language variance that may be overcome with increased and/or slightly adjusted language exposure in the course of normal classroom instruction and interaction.

Some language differences do actually resolve themselves with time and experience, i.e., "go away on their own." Differences that can be attributed to known factors may need monitoring but not remediation. There will always be certain ranges of language behaviors within a classroom that can be considered "normal."

Language Delays

A language problem constitutes a language *delay* under two conditions: (1) the observed language behavior fits normal patterns (i.e., evidences ordinary expected sequence and/or form) but (2) falls below or behind the age range normally expected for that language skill or content. Here the age/stage discrepancy is significant enough that intervention is required to prevent cumulative deficits from causing later, more severe language and/or learning problems.

As with milder language problems, the sources of language delay may be individual or environmental but, for various reasons, have resulted in more severe discrepancies. Delay may also be attributed to organic causes such as chronic otitis media, which interferes with language reception, or physical limitations such as those associated with cerebral palsy.

In the case of language delays, intervention is designed to stimulate, enhance, and supplement the student's language experience. The goal is to provide the quality and quantity of information essential for developmental progress from stage to stage.

Language Disorders

A language problem is more appropriately labeled a *disorder* when the observed linguistic behavior, though probably delayed, also deviates from expected patterns or forms.

Language disorders include those deficits characterized by (1) problematic development or poor utilization of modalities for processing and/or producing language (listening, speaking, reading, and writing) or (2) incomplete mastery or absence of specific rules related to the content, form, or use of language.

Intervention is designed to circumvent, provide alternative strategies, and either strengthen or compensate for weaknesses. The goal is to prevent, as much as possible, interference with the academic and social functioning.

Language-Based Classroom Problems

Language deviations affect both the academic and social development of students. The language problems experienced by multihandicapped and hearing handicapped students represent the extreme end of the continuum with regard to a negative impact on academic and social success. For example, those elements of language that the hearing-impaired child cannot hear will not develop spontaneously.

For other handicapping areas, such as specific learning disabilities or severe behavior disorders, the connection between language deficits and classroom problems is not as obvious. It can, however, have equally important repercussions. Underlying problems in language processing and production, if unaddressed, may lead to a continuous cycle of frustration and failure, which can eventually present itself as acting out, withdrawal, or other behavior problems in the classroom.

Figure 8 gives examples of incorrect or ineffective communication typically produced by students with language problems. Figure 9 outlines characteristics of language and communication problems and how these problems impact academic and social performance.

Figure 8. EXAMPLES OF INCORRECT/INEFFECTIVE COMMUNICATION

	Elementary Level	Secondary Level
CONTENT		
Semantics	The child takes figurative language literally. For example, "She just fell apart" is taken in the literal sense.	The student has difficulty determining relevant from irrelevant information.
	The child has difficulty categorizing related words/concepts and learning new vocabulary.	The student has difficulty responding to higher-level questions, such as "how" and "why."
FORM		
Syntax	The child misunderstands the order of the action. For example, when teacher says, "Before you go to recess, finish your math problems," the child immediately gets up and gets in line.	The student has difficulty comprehending complex sentences (e.g., passive transformations).
Morphology	The child misunderstands the teacher's request, "Johnny, go get the pencils, please" and returns with one pencil.	The student has difficulty comprehending derivations (geologist, educator) and prefixes (until, recover, uncover, discover).
Phonology	The child has difficulty with sound-symbol association skills (phonics).	The student has difficulty sounding out spelling words.
USE		
Pragmatics	The child gets up and leaves the class, saying, "I can't wait any longer."	A teen calls a friend. The friend's mother answers, "Hello." The teen says, "I don't want you, I want Eric."
	The child, at 'Show-N-Tell' about kangaroos, says to the teacher, "Your tummy is real fat. Is there a baby in there?"	The teacher says to the class, "You must have your reports in on Tuesday. There will be no exceptions." One student blurts out, "You're always on my case."
	The child can't tell when it's his or her turn to speak in group activity.	A teen puts an arm around a male teacher and says, "So! Are you cheating on your wife, too?"

	COMPONENT	PROBLEM	CHARACTERISTICS	POTENTIAL EFFECT ON ACADEMICS	POTENTIAL EFFECT ON SOCIALIZATION
CONTENT	Semantics (Meanings)	Comprehension: gets little meaning from spoken/written language	Has trouble categorizing Lacks specificity Overuses verbal fillers, e.g., "ah" Talks around and switches topic Can't get point across (speech/writing) Hesitates Has word-finding problems Can't understand/use multiple-meaning words and figurative language Has difficulty with space, time, and quantity concepts	Basic concept development Talking around the topic Inability to get point across (speech/writing) Reading comprehension (can't identify main idea, distinguish fact from opinion, predict/infer, etc.) Auditory comprehension of vocabulary (idioms, metaphors, etc.)	Stands out in the crowd Can't understand jokes Talks a lot but says nothing Is irritating Appears "spacey" Relates poorly to peers
FORM	Phonology (Sounds)	Decreased speech accuracy/intelligibility	Substitutes consonants Omits sounds Is difficult to understand	Phonics/word attack Auditory discrimination Listening skills Verbal volunteering Spelling	Is reluctant to participate Interacts poorly with peers and teachers Has low self-esteem
	Morphology (Structure of Words)	Oral/written grammar atypical for age	Incorrectly uses plurals, possessives, comparatives, etc. Has difficulty with subject/verb agreement Has poor comprehension Can't follow directions Uses pronouns inaccurately	Auditory comprehension (e.g., generalization from root word to suffixes/prefixes) Mathematics conceptualization (comparison/story problems) Reading comprehension (doesn't pick up on tense markers) Written expression Spelling	Is reluctant to participate May disrupt class activity Has behavioral problems (e.g., withdrawal, acting out) Has low self-esteem
	Syntax (Sentence Structure)	Oral/written grammar atypical for age	Has improper sentence structure Forms run-on sentences Has difficulty understanding questions Can't follow directions Has poor comprehension Is confused with time concepts	Reading comprehension (e.g., passive transformations, directions, sequencing) Auditory comprehension (e.g., simple sentences, complex paragraphs) Mathematics problems Written expression Response to questions (frequently answers incorrectly, such as "what" for "who")	Can't comprehend abstractions (e.g., riddles and jokes) Has low self-esteem Relates poorly to peers Has behavioral problems Is reluctant to participate
USE	Pragmatics (Use and Purpose)	Inappropriate language/social behaviors	Violates conversational rules Violates personal space Interrupts frequently Makes odd, irrelevant comments Confuses listeners Has poor topic maintenance Can't interpret/use nonverbal cues Doesn't ask clarification questions	Is unable to do independent work Can't attend to discussion Makes excessive or infrequent requests for assistance Has poor conversational skills (e.g., blurts out comments, is insensitive to others, lacks tact) Has poor written expression skills (e.g., is not cohesive, does not provide sufficient information) Can't remain on the topic (speech/writing) Can't engage in discussion Has inadequate class preparation Has poor study skills	Interacts poorly with peers, teachers, and other adults Offends listeners Has behavioral problems Behaves immaturely Has few friends Can't alter behavior according to needs of a particular situation or setting Behaves inappropriately

Figure 9. CHARACTERISTICS OF LANGUAGE AND COMMUNICATION PROBLEMS

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CHAPTER III

Teacher Accommodations

Using This Section

Language problems may be responsible for a variety of student behaviors that interfere with learning in the classroom. This section provides teachers with a series of checklists to identify the strengths and weaknesses of the individual student and with suggestions to accommodate that student in the classroom environment.

Teachers may also wish to consider referring the student to the speech/language pathologist at this time. The information obtained from the checklists in this section could facilitate collaboration between the teacher and the speech/language pathologist. Teachers could use the checklists for direct observation of the student exhibiting problems and then collaborate on accommodations and interventions.

By using this section, teachers will gather valuable information to use for criterion-referenced measures, academic programming, ongoing assessment, and IEP goals and objectives.

Four informal teacher checklists are included in this section. Each checklist is followed by suggestions for classroom accommodations to be made by the teacher. The checklists and sections are

- Listening Comprehension
- Oral Expression
- Reading Comprehension
- Written Expression

Teacher Checklists

The teacher checklists are designed to be used with the individual student in relation to his or her peers.

1. Check (√) each item "yes," "no," or "sometimes" as to whether or not the student demonstrates that skill.

2. Proceed to the following pages of teacher accommodations.

Teacher Accommodations

The teacher accommodations will help the teacher analyze teaching methods and will suggest approaches to use in the classroom with students who have language problems.

1. In the first column, circle the numbers of the checklist items you checked as "no" or "sometimes."

2. Use the second column to analyze teaching methods as they relate to the language problems of the students.

3. Review the third column for suggested accommodations to try with the students.

4. Record results of your interventions for later use if needed for referral to the intervention assistance team and/or multifactored evaluation team.

Figure 10. TEACHER CHECKLIST - LISTENING COMPREHENSION

STUDENT _____ DATE _____ SCHOOL _____

DATE OF BIRTH _____ GRADE _____ TEACHER _____

YES	NO	SOMETIMES	THE STUDENT:
____	____	____	1. Enjoys having stories read aloud
____	____	____	2. Has an attention span for verbal presentation adequate for age level
____	____	____	3. Attends to all of what is said rather than "tuning out" portions
____	____	____	4. Is able to ignore auditory distractions
____	____	____	5. Faces source of sound directly; does not tilt one ear toward teacher or other source
____	____	____	6. Responds after first presentation; does not often ask for things to be repeated
____	____	____	7. Understands materials presented through the auditory channel (lecture) as easily as those presented through the visual channel (written/drawn)
____	____	____	8. Responds to questions within expected time period
____	____	____	9. Follows two- or three-step directions
____	____	____	10. Demonstrates understanding (verbally or nonverbally) of the main idea of a verbal presentation
____	____	____	11. Comprehends who, what, when, where, why, and how questions appropriate for age level
____	____	____	12. Demonstrates understanding of vocabulary appropriate for age level
____	____	____	13. Discriminates likenesses and differences in words (toad-told) and sounds (t-d)
____	____	____	14. Demonstrates understanding of temporal (before/after), position (above/below), and quantitative (more/several) concepts
____	____	____	15. Understands subtleties in word or sentence meaning (idioms, figurative language)
____	____	____	16. Interprets meaning from vocal intonation
____	____	____	17. Understands a variety of sentence structures (cause-effect passive voice: The ball was bounced by the girl.) and clauses (clause that modifies the subject: The dog that chased the cat was hit.)

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Figure 11. LISTENING COMPREHENSION — SUGGESTED TEACHER ACCOMMODATIONS

Teacher Checklist Item #	Teacher Analysis Questions	Suggested Teacher Accommodations
1, 2, 3, 5, 6, 7, 10, 13	Do I speak loudly enough? Do I get the student's attention? Do I reinforce good attending skills? Am I aware of the student's knowledge of what is expected by attending? Do I speak too quickly? Do I read orally with enthusiasm? Do I stay on the topic?	Have the student's hearing checked first in all cases. Reinforce attending behavior. Provide units on listening (e.g., listening ears and listening activities). Modify vocal intonation patterns and rate to emphasize key ideas and concepts. Be aware of abrupt changes in topic and of meandering lectures.
8, 10	Do I restate the question? Is the question short and clear? Do I allow sufficient processing time? Do I provide adaptations?	Practice simple (noncomplex) sentences. Use visual cues so the student can point to answers and then tell answers. Teach the student that "I don't know" is an acceptable answer, if appropriate. Provide listening guides during lectures; provide questions prior to lecture.
11, 16	Do I establish a frame of reference for "who," "what," and "where"? Do I introduce the choices in answering "who-what-where" questions? Do I give examples of how voice is used to show emotion?	Establish a frame of reference, using puppets, stories, flannel board, etc.; use visual cues to ascertain answers. Introduce choices with visual cues. Simplify "who-what-when-where" questions to underlying semantic form (i.e., where = what place).
2, 3, 9	Do I use familiar vocabulary? Are my directions clear and simple? Do I know if the student is physically able to complete the task? Do I probe to get at the student's specific trouble spots?	Make two-step commands pertinent to the environment. Practice appropriate responses (e.g., sharpening pencils, stacking books, putting papers in folders, stacking blocks, etc.). Use manipulatives, and practice in small increments. Provide written/pictograph cues. Probe with "What word or part of the direction didn't you understand?"
10, 12	Do I teach the vocabulary? Do I ask the student to rephrase new vocabulary? Do I establish a frame of reference?	Use visual clues whenever possible. Have the student state the definition (e.g., "bare feet" as opposed to "bear feet"). Teach the vocabulary, using techniques such as semantic mapping/webbing. Play with words.
8, 10	Do I give the student the opportunity to respond to orally presented material? Do I teach the concept of "main idea"?	Ask the questions "What is most important?" "Why are we doing this?" "What details support the main idea?" Expand the main idea through criteria thinking (e.g., distinguish between fact and opinion).

(continued on next page)

Teacher Checklist Item #	Teacher Analysis Questions	Suggested Teacher Accommodations
12, 15, 16, 17	Do I teach the student to predict, draw conclusions, make comparisons, evaluate, judge validity, determine relevancy, etc.? Do I teach the student to recognize ambiguities and sarcasm?	Teach multiple outcomes, using open-ended, real-life situations in conversational settings. Use television and radio commercials to determine ambiguities, comparisons, validity, and relevancy of information.
11, 12	Do I establish a frame of reference for "who," "what," "when," and "where"? Do I introduce the choices in answering "who-what-when-where" questions? Do I indicate to whom the question is being addressed? Do I give examples of how voice is used to show emotion? Do I teach the vocabulary? Do I provide examples? Are my directions in simple one- or two-step commands?	Use calendar work to establish time. Use visual cues to establish a frame of reference for answers. Introduce choices with visual cues. Practice simple questions and answers. Use visual cues paired with intonation. Practice questions with increasing detail and complexity. Use manipulatives to demonstrate the concept. Practice concepts in everyday activities (e.g., lining up, storing materials, delivering materials or messages, etc.). Form brainstorming groups to facilitate peer interaction; ask and answer questions in subject area.
14, 15, 16, 17	Do I introduce the vocabulary and give examples of the subtleties in language (e.g., homonyms, multiple meanings, idioms, etc.)?	Introduce figurative language through pictures, role playing, stories, etc. Introduce words with multiple meanings in brainstorming games. Give examples of causal effect and passive voice; check for comprehension. Introduce humor (e.g., plays, play on words, jokes, etc.).

Figure 13. ORAL EXPRESSION — SUGGESTED TEACHER ACCOMMODATIONS

Teacher Checklist Item #	Teacher Analysis Questions	Suggested Teacher Accommodations
1	Do I introduce the family unit? Do I show pictures of the student's family? Do I have the student's hearing checked? Do I know the family situation? Do I determine if the student knows his or her birthday and phone number?	Use manipulatives (e.g., calendar, telephone, etc.). Give the student the opportunity to talk about family and identifying information. Use the student's own family unit. Role play with puppets, paper dolls, dress up, etc.
2	Do I give adequate time for the student to talk and share? Do I model correctly all the grammar structures in appropriate, meaningful context?	During instructional time, model correct grammatical structures. Give the student time to socialize and share experiences while teacher actively listens for incorrect structures; restate correctly any incorrect structures that are noted.
3, 4	Do I introduce the vocabulary? Do I use objects common to the environment to teach vocabulary? Do I provide opportunities to expand vocabulary in new situations?	Provide common objects for manipulation. Help the student interact meaningfully with objects and know their function. Provide choral repetition of finger plays and songs. Work from concrete to abstract (objects to pictures). Use word categories.
5	Do I introduce the basic concepts?	Use manipulatives to teach basic concepts. (Refer to "Boehm Test of Basic Concepts.")
6, 7	Am I within the student's range and level of vision? Do I make eye contact with the student? Do I use the appropriate voice? Do I give the student the opportunity to use different voices? Do I provide the opportunity for conversation (e.g., turn-taking, topic initiation, etc.)?	Produce puppet shows and demonstrate manipulation, using different voices. Teach and use gestural cues. Use story-telling with "tell back." Provide the opportunity for visual tracking. Provide time for sharing and show-and-tell. Play guessing games and riddles. Play telephone.
10, 11, 14	Do I teach and expand vocabulary? Do I provide "what-if" situations? Do I teach humor, sarcasm, and puns?	Teach retrieval skills (e.g., word association, visualization rehearsing, etc.). Use open-ended stories for student completion. Develop progression stories. Let the student create and explain jokes and puns. Draw examples of literal interpretations of idioms.
8, 12, 13	Do I give the student the opportunity to initiate conversations? Do I teach the student how to organize and clarify thoughts and ideas? Do I teach the student to begin, maintain, and end a conversation (prerequisite for writing skills)?	Use story starters, plays, and conversations (language development); incorporate into different subject areas. Have the student create and publish by discussion and then write original plays in different subject areas.
9	Do I teach the concept of restating? Do I give the student the opportunity to restate? Do I restate my direction in simpler grammatical form?	Teach alternative vocabulary through brainstorming games; take story as written and use alternative words (synonyms). Allow the student to restate simplest directions in every subject area. Encourage the student to practice restating directions by expanding and deleting.

(continued on next page)

Figure 14. TEACHER CHECKLIST - READING COMPREHENSION

STUDENT _____ DATE _____ SCHOOL _____

DATE OF BIRTH _____ GRADE _____ TEACHER _____

YES	NO	SOMETIMES	THE STUDENT:
____	____	____	1. Orients book in proper position and turns pages left to right
____	____	____	2. Attempts to read, using retelling and remembering text
____	____	____	3. Recognizes common words in stories
____	____	____	4. Begins to use phonetic cueing system
____	____	____	5. Uses decoding skills a. uses common vowels and consonant sounds and patterns b. applies rules of syllabication c. demonstrates knowledge of prefixes, suffixes, and compound words d. uses context clues
____	____	____	6. Recognizes previously taught vocabulary in print (sight and reading vocabulary)
____	____	____	7. Comprehends simple sentence structure
____	____	____	8. Comprehends complex sentence structure a. understands passive voice (Mice were eaten by the cat.) b. understands relative clauses (the cake that Mac ate) c. understands direct and indirect quotes within a passage d. understands pronoun reference (he = Billy)
____	____	____	9. Recognizes different uses of words, depending on context a. recognizes meanings of antonyms and synonyms b. recognizes multiple meanings (fly: a fly, to fly) c. understands figurative language (hold your horses) d. differentiates homonyms (rode-road)
____	____	____	10. Comprehends age- and/or grade-appropriate passages a. summarizes a story or passage b. identifies the main idea of a selection c. identifies supporting details d. compares and contrasts stories, characters, events, etc.
____	____	____	11. Uses printed materials for a variety of purposes a. makes and confirms predictions b. understands author's purpose c. locates details and facts to answer questions and draw conclusions d. uses printed material to gather information (for reports, personal interest, etc.) e. evaluates quality of material to meet a given purpose f. reads for pleasure
____	____	____	12. Comprehends material from a variety of sources (newspaper, magazine, content area text, trade books, reference materials)
____	____	____	13. Follows a sequence of written directions to complete a task (work sheet directions, recipes, directions for building a model)

Developed by the Ohio Statewide Language Task Force, 1990

7	Do I use known vocabulary in simple sentences? Do I teach simple sentence patterns? Do I model simple sentence structures? Do I require the student to speak in complete sentences?	Check that the student can recognize and comprehend the words in the sentence. Teach parts of simple sentence (subject and predicate). Teach adjectives and adverbs. Practice simple (wh-) questions and answers. Use action-oriented sentences in games, such as "Simon Says," treasure hunts, etc.
8	Do I teach complex sentence structures? Do I teach punctuation as an aid to comprehension? Do I ask the student to restate sentences?	Compare simple and complex sentences. Teach the student to identify and analyze sentence parts. Teach the student to use punctuation as an aid to comprehension. Ask the student to follow directions (oral and written), using complex sentences. Have the student identify dialogue and narrative in text. Have the student rewrite plays as stories with dialogue. Use "cloze" activities to teach the student the proper use of pronouns. Have the student identify pronouns and their references in text.
9	Do I use and discuss a variety of words? Do I use good models of a variety of words when I speak? Do I ask the student to provide synonyms and antonyms for known vocabulary?	Use varied methods, including games, to teach synonyms, antonyms, and homonyms. Teach the use of context to find word meaning. Teach the student to use context to check if his or her interpretation of the word makes sense (multiple meaning). Provide matching activities. Use picture clues, especially for figurative vs. literal meaning. Use cartoons to teach inferences, subtitles of meaning, and figurative language.
10	Do I choose appropriate text for the student's skill level? Do I assess oral vs. silent reading skills? Do I ask the student to retell and summarize stories? Do I teach main idea and supportive detail?	Allow the student to read orally. Limit amount to be read at one time; break up the text. Use webbing or story mapping to teach the student to compare and contrast. Use semantic mapping to help the student understand the connections between concepts in a story. Have the student write parallel stories. Ask the student to create titles for articles, chapters, passages, etc. Ask the student to locate portions of text that support given conclusions.
11, 12	Do I model reading for various purposes? Do I supplement basal materials with other materials? Do my assignments require a variety of reading materials to complete? Are my assignments functional and purposeful?	Give the student time to read for pleasure. Use alternative reading material (e.g., trade books, *Weekly Reader*, newspapers, etc.). Give assignments that require use of telephone book, newspapers, cookbooks, reference books, etc. Teach the student to analyze whether the intent of material is to inform or persuade. Ask the student to identify appropriate sources (e.g., cookbook, dictionary, atlas, etc.) used to find information. Teach library and studyy skills.
13	Do I require the student to follow sequenced, written directions? Do I determine if vocabulary and sentence structure used in giving directions are appropriate to the student?	Provide many opportunities for the student to follow written directions. Have the student write directions to complete a task; have the student perform the task according to those directions and revise directions as needed.

Figure 17. WRITTEN EXPRESSION — SUGGESTED TEACHER ACCOMMODATIONS

Teacher Checklist Item #	Teacher Analysis Questions	Suggested Teacher Accommodations
1	Do I have the student's vision and eye-hand coordination checked? Do I allow the student to use either the left or right hand? Do I note the dominance areas (e.g., eye, hand, foot, etc.)? Do I observe writing, directed activities, and free play?	Allow the student to establish his or her own dominance. Provide activities that will allow the student to establish dominance.
1, 6	Do I observe in directed activities that the student follows movement (left to right, top to bottom)?	Direct the student's eye movement from left to right and from top to bottom while reading to the class and during directed activities.
1	Do I note the student's preference to be consistent?	Once established, reinforce the student's dominant hand.
1, 4	Do I note whether the student holds pencil or crayon correctly? Do I note whether the student positions the paper correctly for each hand?	Help the student hold pencil as noted in writing manual. Help the student position paper. (For right-handedness, the paper should be straight with the left hand holding the paper, feet flat on floor, and erect posture. See writing manual for positions for left-handedness.)
2, 3, 4, 6	Do I provide the information through directed activities? Do I check for possible visual perception problems?	Use multiple media (e.g., stencils, fingerprint, sand, chalkboard, form boards, glue, glitter, etc.) Give individual intervention in specific medias. Help the student trace shapes, use follow-the-dot, etc.
2, 3	Do I follow the correct progression of large to small?	Start with chalkboard, then newsprint, then kindergarten-lined paper.
1, 3	Do I teach how to use space properly? Do I stress direction and eye-hand coordination?	Allow daily practice for direction of space appropriateness.
1, 2, 3, 4	Do I have the student's vision and eye-hand coordination checked? Do I teach the writing skills (e.g., letter formation, spacing, writing strokes, etc.)? Do I give correct materials (lined paper) and ample time for practice?	Help the student increase fluency of motion by writing on the chalkboard, in the air, on wide-ruled paper, and then on narrow-ruled paper. Have the student practice forward and backward circles and strokes. Use dot-to-dot to teach spacing. Use finger, pencil, paper, etc., to teach spacing between words.
2	Do I make sure that the student sees the chalkboard? Do I elevate the paper or slant the board to facilitate adjustment?	Use an overhead projector to help adjustment from the chalkboard to paper. (Start big and then make smaller.) In going from overhead projector to paper, have the student go over written word on the screen or wall first for kinesthetic feel and then write the word on paper. Use easel to bring work closer to the student. Use wire mesh or sandpaper under paper for kinesthetic feel. Isolate section to be copied to prevent over-stimulation. Use colored cellophane over original to stabilize paper being copied.

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CHAPTER IV

Intervention Assistance Teams (IAT)

Utilizing the Intervention Assistance Team

The preceding section on teacher accommodations was developed to provide teachers with strategies to use in the classroom with students suspected of having language problems. If resulting documentation reveals that accommodations tried in the classroom environment were not effective in changing the exhibited behaviors that interfere with learning, referral to the intervention assistance team (IAT) may now be in order.

Depending on the information provided to the IAT, the referral would be reviewed by the team for a suspected learning or behavior problem. If, however, the teacher or referral source suspects difficulty in the area of language, the referral would go immediately to the language-specific IAT.

Guidelines for intervention assistance teams define IATs as "school-based problem-solving groups whose purpose is to assist teachers with intervention strategies for dealing with the learning needs and interests of pupils."[1] An intervention assistance team usually is implemented at the individual building level. One or more school buildings within a district may implement the building team concept when the intervention assistance team is adopted districtwide.

Team Models

Intervention assistance teams differ from building to building. Many schools employ a core team concept. The core team is comprised of those persons who participate on all cases, such as the principal. Other persons, functioning either as auxiliary team members or in an ad hoc capacity, may be called in as necessary for particular cases.

The size of the IAT depends on the composition of the team. It should be noted that "the effectiveness of decision-making groups generally is found to be maximized when the number of members is seven or fewer."[2]

When a team receives a referral for a suspected language problem, it is imperative that the team include someone with language expertise. The school's speech/language pathologist should participate. The teacher of learning disabilities can also be helpful, especially if the teacher's training included language courses.

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[1] *Intervention Assistance Team Models* (Columbus: Ohio Department of Education, 1988), p. iii; and *Secondary-Level Intervention Assistance Team Models* (Columbus: Ohio Department of Education, 1990), p. iii.

[2] *Intervention Assistance Teams* (Columbus: Ohio Department of Education, 1985), p. 15.

Pre-IAT Expectations

Intervention assistance teams work best when previous interventions have been attempted and documented by the student's regular teacher. Examples of interventions and the documentation expected are the following:

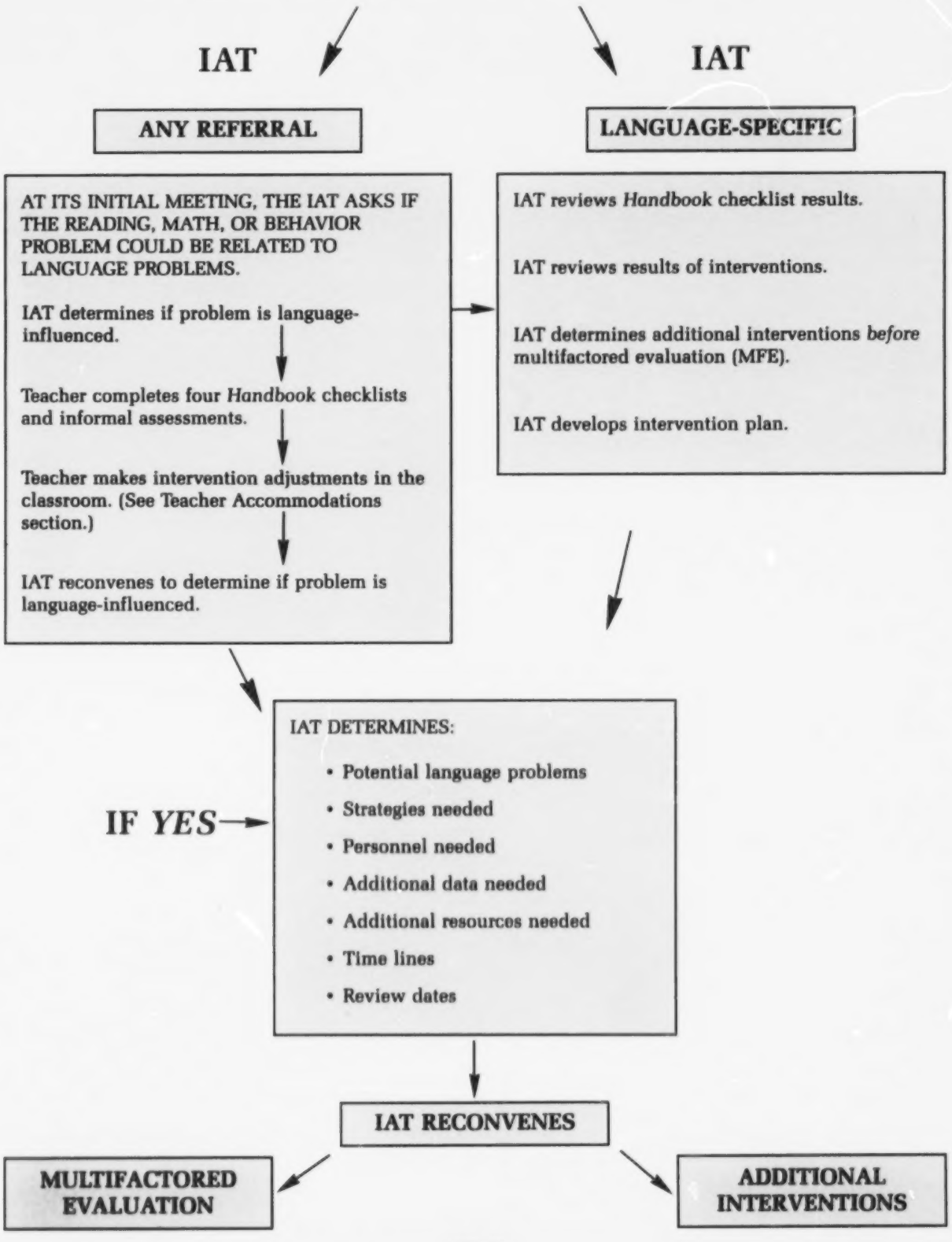
- Documentation of previous attempts to solve the problem, e.g., modification of assignments and materials, implementation of behavior management techniques
- Report of parent-teacher conferences in which possible solutions have been discussed
- Report of teacher-principal conferences regarding the problem and possible solutions
- Results of review of cumulative records, including attendance, educational history, and previous evaluations

Referral Format

Most schools use a special form to process IAT referrals. The following information has been found to be important to the intervention assistance team at the time of referral:

- Identifying information, e.g., name, sex, grade, date of birth, and age
- School history, e.g., times retained, tutoring or special class placement, schools attended, and attendance record
- Summary of previous test results (In large districts, especially, a search of the central file may reveal important information in addition to that contained in the cumulative folder.)
- Summary of interventions attempted to solve the problem and outcomes of these attempts
- Summary of relevant parent conferences
- Concise statement of the student's problem or reason for referral, i.e., what the student cannot do that is expected or what behavior is being exhibited that is not desirable, and the precise circumstances in either case
- Compilation of student work samples that help illustrate the problem

Figure 18. REFERRAL TO INTERVENTION ASSISTANCE TEAM (IAT)


IAT
IAT
ANY REFERRAL
LANGUAGE-SPECIFIC
AT ITS INITIAL MEETING, THE IAT ASKS IF THE READING, MATH, OR BEHAVIOR PROBLEM COULD BE RELATED TO LANGUAGE PROBLEMS.
IAT determines if problem is language-influenced.
Teacher completes four Handbook checklists and informal assessments.
Teacher makes intervention adjustments in the classroom. (See Teacher Accommodations section.)
IAT reconvenes to determine if problem is language-influenced.
IAT reviews Handbook checklist results.
IAT reviews results of interventions.
IAT determines additional interventions before multifactored evaluation (MFE).
IAT develops intervention plan.
IF YES
IAT DETERMINES:
• Potential language problems
• Strategies needed
• Personnel needed
• Additional data needed
• Additional resources needed
• Time lines
• Review dates
IAT RECONVENES
MULTIFACTORED EVALUATION
ADDITIONAL INTERVENTIONS

Language-Specific Intervention Assistance Team

If the regular classroom teacher suspects a potential language problem after using the checklists and accommodations, the student could immediately be referred to a language-specific intervention assistance team. At its meeting, the language-specific IAT would then do the following:

Review Checklists

- Were teacher checklists completed?
- What are the results?
- Did the team involve the speech/language pathologist and special education teacher? Were they invited to the meeting?
- Did the team speak with the teacher(s) involved?
- Did team members observe the student?

Review Accommodations Attempted

- What specific accommodations were attempted
  - — with teacher's teaching approach?
  - — with the student?
- What were the results of the accommodations?
- Were the results documented?

Review School Records

- How did the student perform on group tests?
- What is the student's grade history?
- What comments were made by past or present teachers?
- How did the student perform on minimum competency exams?
- What are the results of previous psychological and speech/language testing?
- Are there reports from other agencies?
- Is there any parent/home information?

Review Work and Test Samples

- Analyze reading, mathematics, and other content samples for patterns signaling breakdowns in syntactic, morphologic, or semantic areas.
- Analyze test performance for possible patterns in dealing with directions, test styles, etc.
- Look for regularities/strength areas.
- Look for possible strategy development.

Review Results of Teacher's Interview of Student

- How does the student participate?
- How often and in what contexts does the student participate?
- How does the student obtain the teacher's attention?
- Does the student ask for clarification when there is lack of understanding?
- How does the student get help?
- How appropriate is the student's communication? Does the student remain on topic?
- Does the student attend to the teacher?
- Does the student follow instructions correctly?
- Are certain subject areas more difficult for the student?
- What types of questions does the student answer?
- Are the student's responses organized and complete?

Review Results of Team's Interview of Student

- What subjects does the student like best?
- What subjects does the student dislike? Why?
- What does the student's teacher say or do to express satisfaction or dissatisfaction with the student?
- What is the most important thing the student should always do in class?
- How does the student know it is time to go inside after recess?
- What is the first thing the student should do when class begins?
- What does the teacher do or say to indicate that something is really important?
- When is it okay for the student to talk out without raising a hand?
- How does the student know when the teacher is joking or teasing?
- When is it okay for the student to ask a question in class?
- What does the teacher do when it is time for a lesson to begin?
- How does the student know when it is time to do _____?
- How can the student tell when someone doesn't understand the student?

Determine Need for Additional Assessments

- Was a hearing/vision screening conducted?
  - What are the results?
  - Is follow-up needed?
  - Is there a history of chronic ear infections; does the student have tubes in the ears?
- Did the team meet with parents to gather a background history?
  - What is environmental/social background?
  - What are cultural experiences and background?
  - What are language patterns of the parents or primary caretaker?
- Is an informal speech/language assessment needed?
- What assessments could give additional information?

Observe Student in Class

Classroom observation should be performed by the speech/language pathologist or other IAT members, noting the following:

- Time of day and instructional activity
- Student's physical position in the classroom
- Student's attention to task and speaker
- Student's ability to follow direction (oral/written) in a variety of situations
- Student's degree of participation
- Student's interaction style with peers and adults (e.g., turn-taking, inhibition of inappropriate comments, initiating vs. responding)
- Student's ability to ask for clarification/assistance
- Student's general communication level (list examples of spontaneous productions, responses to question, etc.)
- Student's performance in structured vs. unstructured settings
- Student's reaction to teacher's communication style
- Types of materials and instructional aids used
- Extraneous or unusual factors present
- Student's awareness of class/school routines
- Amount and type of teacher feedback/observation
- Opportunities for practice
- Relative amount of teacher vs. student-initiated communication
- Teacher questioning style
- Amount and type of motivation and interest developed
- Language model provided by teacher

Develop Alternative Strategies

IAT members should brainstorm intervention strategies, techniques, or materials (e.g., reduction of length of assignments, change in reading level of materials, etc.) to facilitate desired behaviors.

Design Intervention Plan

The IAT should design an intervention plan that specifies *what* materials and/or modifications are needed, *who* will implement the plan, and *how long* the plan is to be in effect. Since intervention was required of the classroom teacher prior to a referral to the team, the mere generation of new ideas for the teacher to implement may be of little value without additional help or resources. Thus, the plan should specify the role of the team in collaborating with other personnel and in providing additional or alternative resources.

- What is the desired outcome?
- What does the teacher need to do?
- What do IAT members need to do?
- What materials are needed?
- What additional personnel need to be involved?
- What are specific criteria to determine if desired outcomes are reached?
- What is the time line for evaluation?
- Have outcomes been met and documented?

Designate Facilitators and Monitor

Everyone who is to be involved (facilitators) should be specified in the plan and appropriately informed of the role each is to play. One person should be designated as a monitor who will review the implementation of the plan at periodic intervals and report back to the intervention assistance team. The monitor also will coordinate the activities of the facilitators, as necessary. This careful monitoring of progress will promote effective implementation of the plan and will assist decision making in cases to be referred for multifactored evaluation and special education placement considerations.

Designate Review Date

The intervention assistance team should establish a definite date for reviewing the case to determine progress toward the objectives and effectiveness of the interventions. At that time, the monitor will provide a report on the effectiveness of the intervention plan. If outcomes are not achieved, the team may consider formal referral for a multifactored evaluation (MFE).

CHAPTER V

Multifactored Evaluation Activities

Multifactored Evaluation (MFE)

If the student continues to exhibit language problems despite the interventions and modifications that were suggested by the intervention assistance team, the team or the teacher may choose to refer the student for a multifactored evaluation (MFE).

Figure 19. MULTIFACTORED EVALUATION STEPS

I. Appoint a multidisciplinary team for the MFE.

II. Develop an evaluation plan.
   A. Obtain a clear description of the student's referral problems.
   B. Identify information needed.
   C. Select appropriate evaluation instruments.

III. Conduct the MFE and analyze the results.

IV. Document the MFE and the evaluation team's decision.

V. Develop an individualized education program (IEP).

Steps in the Language Evaluation Process

Step I. Appoint a Multidisciplinary Team for the Multifactored Evaluation.

The appointment of a multidisciplinary team of qualified professionals is the first step in a multifactored evaluation. According to *Rules*, the team is responsible for two distinct tasks: (1) conducting the MFE and (2) preparing a written report that summarizes and interprets the results of the MFE for the IEP conference.

Team members should be selected for their expertise in the areas of the student's suspected language handicap. The responsibilities of each team member should be specified, and one evaluation team member shall be designated chairperson. The team should identify time lines and logistics of meetings.

Step II. Develop an Evaluation Plan.

The evaluation team should obtain a clear description of the student's referral problems. To understand these problems, it is important for each team member to understand the nature and content of language and the interaction of its components. A review of Chapters I and II of this *Handbook* will be helpful. Also, the evaluation team should do the following:

1. Review the information provided on the teacher checklists and the accompanying accommodations and interventions attempted with the student.

2. Using the information obtained in Step 1 above, respond to the sample questions in Figure 20 to (a) identify the areas in which the student is exhibiting difficulty, (b) determine the relationship of the referred problem to other areas of language functioning that may affect learning, and (c) generate further questions that will assist the evaluation team in assessing the student's current level of functioning.

The evaluation team must assess what information is available to answer the questions generated in Step 2 above and determine what information is still needed. The team should do the following:

1. Gather sufficient data to address all factors related to the student's suspected handicap, as required by *Rules*.

2. Identify appropriate evaluation components of the communicative status for each handicapping condition, listed in Figure 21, which will provide essential information.

Using the following guidelines, the evaluation team should select appropriate evaluation instruments to gather needed information:

1. Use a combination of approaches (e.g., formal and informal probes, structured observations, interviews, etc.).

2. Determine the evaluation approaches required by *Rules* that most appropriately address the problem area (e.g., criterion-referenced, standardized, checklist, screening, work sample, and observation).

3. Administer all subtests of norm-referenced tests.

4. Refer to Figures 22 through 24 to select appropriate evaluation instruments:
   - Types of Language Tests
   - Available Preschool Evaluation Instruments
   - Available School-age Evaluation Instruments

5. Refer to Figure 25 for cautions related to the selection of ability measures for language-impaired students.

Step III. Conduct the MFE and Analyze the Results.

The evaluation team's next step is to execute the plan it developed in Step II above, including use of both formal and informal procedures. The teacher checklists may be used as an initial assessment of the student's level of functioning in the areas of listening comprehension, oral expression, reading comprehension, and written expression. When problems are indicated, a more thorough assessment is needed.

When the student is referred for an MFE and information from the teacher checklists suggests that the student *does not* have a language problem, the information may serve as the assessment of communicative status. As such, this information must be summarized and interpreted in the evaluation team report. When the information suggests that an area of language is a factor in establishing the existence of a handicapping condition, norm-referenced assessments should be administered and discussed in a descriptive manner in the evaluation team report.

Because of the interrelatedness of all areas of language functioning, it is important for the evaluation team to measure the severity of the student's problems and to analyze patterns within and among the components and areas of language. This will enable the evaluation team to gain a complete understanding of the extent of the language problems, including both subtle and obvious manifestations.

The evaluation team should determine if there is a pattern of deficits and strengths (see Figure 20):

- in any of the components of language (content, form, and use)?
- in listening, speaking, reading, and writing?
- through the developmental language stages? (E.g., do deficits in listening appear to affect the higher-level stages of speaking, reading, and writing?)
- in the oral areas of language (listening and speaking) vs. the written areas of language (reading and writing)?
- in the receptive channels of listening and reading vs. the expressive channels of speaking and writing?

The evaluation team should review Figure 26 when analyzing the results of the ability tests administered to the referred student.

Step IV. Document the MFE and the Evaluation Team's Decisions.

Information provided by each team member should be integrated and synthesized into one report that describes the student's level of functioning and the student's needs. The resulting evaluation team report is important because it summarizes and interprets the descriptive information about the student's level of functioning and explains the evaluation team's decisions in a useful and functional manner.

Because the descriptive information about the student serves as the foundation for subsequent decisions, the evaluation team report should contain sufficient information to address each of the three intended uses of the report: (1) determine the handicap status and eligibility for special education; (2) develop an IEP, if any; and (3) design instructional interventions.

1. Determine the handicap status and eligibility for special education.

   The evaluation team should review Figure 27 when considering the student's level of functioning in relation to eligibility criteria. Key issues to be addressed include the following:

   a. whether the student meets the eligibility requirements according to *Rules* for one of the seven major special education programs (multihandicapped, hearing handicapped, visually handicapped, orthopedically and/or other health handicapped, severe behavior handicapped, developmentally handicapped, or specific learning disabled),

   b. whether the student also meets the requirements according to *Rules* for speech and language services as a related service, and

   c. whether the student meets the eligibility requirements according to *Rules* for speech and language services as a special education program.

2. Develop the IEP.

When a student meets the eligibility requirements for a special education program and language is part of the student's handicap, the IEP team will determine the most appropriate program and services for the student. The evaluation team could facilitate the IEP team's deliberations by describing, summarizing, and interpreting the following information:

a. severity of the student's speech/language deficit

b. teacher reports of the student's progress in each area of the curriculum

c. teacher reports of the student's effort, attitude, motivation, social skills, and peer relations

d. parent report of the amount of help the student needs at home to complete assignments and the student's attitude toward school and learning

e. student report of attitude toward school and subjects and satisfaction with social situation

f. record of any retentions, report card grades, trends in grades received in each subject, and overall grade averages

g. outcome of any previous speech/language interventions or special tutoring

h. determination as to whether the deficit will benefit from remediation and the projected duration of the remediation

The evaluation team plays an important role in describing the student's current level of performance in such a functional manner that the IEP team will be able to not only determine whether the student requires special education services but also determine the extent of those services and develop appropriate student-focused goals and objectives for guiding the services.

3. Design instructional intervention.

As the evaluation team documents its findings, it should do so in a manner that enables the student's teachers and related service personnel to understand the student's level of functioning well enough to design instructional activities that use the student's strengths to best advantage while enabling the student to undergo remediation and develop compensatory skills for the problems related to the handicap. The summary of the student's level of functioning should be extensive enough to describe the student's strengths and functional limitations, learning styles, interests, emotional status, and other relevant information that may influence instructional content and process.

Figure 28 provides a sample evaluation team report for the hypothetical case of a student referred to as John Doe.

Step V. Develop an Individualized Education Program (IEP).

At the conclusion of the multifactored evaluation, an IEP conference is held with the parents, regardless of the student's eligibility for special education services.

The first responsibility of the IEP conference participants is to review the evaluation team report. Therefore, if parents were not previously part of the evaluation team, they are informed of the results of the MFE and the student's eligibility or ineligibility. The second responsibility of the participants is to decide if special education intervention is needed. Although a student may be eligible for special education, this fact alone does not always mean that the student must be removed from the regular classroom.

If the student is determined to be handicapped and in need of special education, the IEP conference participants develop an IEP that includes all components required by *Rules*. The present levels of educational performance and resultant goals and objectives are especially important. For students initially placed, the present levels of educational performance may be developed from critical needs identified in the evaluation team report and from teacher information. Performance levels are defined by both scores and descriptive statements. Although the present levels may include the student's strengths and weaknesses, the focus should be on the critical needs that require special education.

From the present levels, appropriate goals and objectives are developed. Each goal statement is formulated on an annual basis and includes short-term objectives that lead to the accomplishment of the goal. Objective criteria and evaluation procedures for determining whether the objectives are being achieved are required.

The IEP is a written statement for a child with a disability. An annual review of the IEP is conducted, during which the conference participants determine if each objective has been accomplished. The annual review also enables the participants to determine if the student's current placement is appropriate.

Rules requires that the student be placed in the least restrictive environment. The following question should be asked: Where is the best place to undertake the delivery of services to accomplish the goals and objectives? Many of the goals and objectives may be addressed in the regular classroom setting, while others may require the speech/language pathologist or special education teacher to deliver services on an individual or small-group basis in a different setting. A variety of personnel may be needed to deliver services in a variety of settings to accomplish the goals and objectives.

Figure 29 shows the relationship of the evaluation team report (ETR) to the present levels of performance, goals, and objectives on the IEP for John Doe.

Figure 20. GUIDING QUESTIONS FOR CONSIDERATION WITH STUDENTS NOT EXHIBITING LANGUAGE COMPETENCE

		LISTENING Oral Reception	SPEAKING Oral Expression	READING Written Reception	WRITING Written Expression
CONTENT	SEMANTICS	Does the student comprehend what is heard, i.e. the meaning of spoken words, the ideas heard in sentences, and the meaning of figurative spoken language?	Does the student express ideas that make sense? Can the student label common objects correctly and find the right words to convey the intended idea?	Does the student comprehend what is read, identify the main idea, and understand figurative language?	Does the student get the point across in writing? Does the student use age-appropriate vocabulary? Do ideas flow logically?
FORM	PHONOLOGY	Does the student distinguish differences between similar-sounding words?	Does the student say sounds correctly? Is the student able to rhyme words?	Does the student make errors in word-attack due to incorrect letter-sound association? Is the student able to decode words?	Does the student make spelling errors due to incorrect letter-sound associations?
	MORPHOLOGY	Does the student understand changes in past, present, and future word tenses? Can the students follow directions that differ only in number or comparatives?	Does the student use word endings properly when speaking to convey the intended idea?	Does the student miss the meaning of a sentence or story because of misunderstanding the intent of tenses, plurals, possessives, and comparatives?	Does the student use word endings correctly when conveying ideas in writing?
	SYNTAX	Can the student follow oral directions in the correct sequence?	Does the student tell stories or relate information in complete sentences using proper grammar?	Can the student follow written directions in the correct sequence?	Does the student's writing contain complete sentences, proper subject/verb agreement, word order, punctuation, and paragraphing?
USE	PRAGMATICS	Does the student understand when someone is teasing? Does the student comprehend non-verbal cues when communicating?	Does the student know how to begin, end, and maintain a conversation appropriately?	Does the student identify the intent of the writer? Does the student make appropriate inferences?	Does the student's writing correctly address the expectations of the reader, e.g., formal, business-like, and friendly?
OTHER	GRAPHICS (Visual Features)			Does the student perceive visual differences among shapes, letters, and words of similar configuration?	Does the student's handwriting have correct letter formation, size, spacing, slant, pencil pressure, and on-line writing?

Figure 21. SUGGESTED COMPONENTS OF THE EVALUATION OF COMMUNICATIVE STATUS FOR EACH HANDICAPPING CONDITION

Rules indicates that communicative status is to be evaluated for all handicapping conditions, except visually handicapped. However, because language acquisition is fundamental to the learning process of all students, it is suggested that the communicative status of visually handicapped children be evaluated. Only specific learning disabled delineates the areas to be assessed under communicative status, i.e., oral expression, listening comprehension, and written expression. For the remaining handicaps, evaluation of communicative status is required, but the specific areas are not indicated.

Developmentally Handicapped
- listening comprehension
- oral expression
- written expression
- articulation/phonology
- pragmatic skills survey

Hearing Handicapped
- audiological/auditory tests
- articulation screening/evaluation
- listening comprehension
- oral expression
- written expression
- sign expression
- pragmatic skills survey

Multihandicapped
- listening comprehension
- oral expression
- written expression
- articulation/phonology
- assessment of augmentative potential (if nonverbal)

Orthopedically and/or Other Health Handicapped
- oral/motor examination
- articulation screening/evaluation
- listening comprehension
- oral expression
- written expression
- assessment of augmentative potential (if nonverbal)

Severe Behavior Handicapped
- listening comprehension
- oral expression
- written expression
- articulation/phonology
- pragmatic skills survey

Specific Learning Disabled
- listening comprehension
- oral expression
- language sample
- written expression
- pragmatic skills survey
- observation of classroom language
- articulation screening/evaluation
- meta-linguistic skills assessment
- auditory segmentation skills

Speech Handicapped
- specialized assessments in phonology, articulation, voice, fluency, pragmatics, semantics, syntax, morphology, auditory processing, and memory
- language sample
- observation of language skills in the classroom
- analysis of problem areas in curriculum and school
- teacher-student interviews
- auditory segmentation skills
- written expression

Visually Handicapped
- listening comprehension
- oral expression
- articulation/phonology
- pragmatic skills survey
- assessment of augmentative potential (use of Braille and other devices)

	Advantages	*Disadvantages*	*Examples*
Norm-referenced Language Tests	Designed for diagnosis Allow comparison with age or grade peer group on an objective standard Facilitate comparisons across several domains to assess discrepancies and broad strengths/weaknesses	Not designed for identifying specific intervention objectives Norm group is representative of national samples, but may not be representative enough of the student's background	Test of Language Competence-Expanded Peabody Picture Vocabulary Test-Revised Clinical Evaluation of Language Fundamentals-Revised
Criterion-referenced Tests	Test for regularities in performance against a set of criteria Useful for designing interventions, interfacing with curriculum objectives, and describing where a student is along a continuum of skills	Not designed for use in making program placement or eligibility decisions	Assessment of Children's Language Comprehension
Checklists	Easy to administer and practical Can give a broad evaluation in areas judged important Address crucial academic skills upon which referral is often based	Not designed to evaluate peer or age-group level	Sample checklists for listening comprehension, oral expression, reading comprehension, and written expression (included in this *Handbook*)
Structured Observations	Permit guided evaluations of communication in context Can focus on several aspects at once Occur on-site and are based on reality	Can be time consuming Presence of observer may alter behavior, especially in teens	
Additional Options:			
Psycho-educational Batteries	Usually norm-referenced (See "Norm-referenced Language Tests" above.)	Many of the subtests are linguistically based but provide little data on how a student uses language (See "Norm-referenced Language Tests" above.)	Woodcock-Johnson Psychoeducational Battery Diagnostic Achievement Battery

Figure 22. TYPES OF LANGUAGE TESTS

Figure 23. AVAILABLE PRESCHOOL EVALUATION INSTRUMENTS

ACLC (Assessment of Children's Language Comprehension), Consulting Psychologist's Press
APP (Assessment of Phonological Processes), Slosson Educational Publications
Boehm Test of Basic Concepts, Psychological Corp.
Bracken Basic Concept Scale, Psychological Corp.
CAVAT (Carrow Auditory-Visual Abilities Test), DLM/Teaching Resources
CELI (Carrow Elicited Language Inventory), DLM/Teaching Resources
EOWPVT (Expressive One Word Picture Vocabulary Test), Academic Therapy Publications
HELP (Hawaii Early Learning Profile), Vort
The Houston Test of Language Development, Houston Test Co./Stoelting
KLPA (Khan Lewis Phonological Analysis), American Guidance Service
PLAI (Preschool Language Assessment Instrument), Grune & Stratton
PLS (Preschool Language Scale), Psychological Corp.
PPVT-R (Peabody Picture Vocabulary Test-Revised), American Guidance Service
Prutting Pragmatic Protocol
REEL (Receptive Expressive Emergent Language Scale), University Park Press
ROWPVT (Receptive One Word Picture Vocabulary Test), Academic Therapy Publications
TACL-R (Test of Auditory Comprehension of Language-Revised), DLM/Teaching Resources
TAPS (Test of Auditory Processing Skills), LinguiSystems
TEEM (Test for Examining Expressive Morphology), Slosson Educational Publications
TELD (Test of Early Language Development), Pro Ed
Test of Pragmatic Skills, Communication Skill Builders
TOLD-P (Test of Language Development-Primary), Pro Ed
UTLD (Utah Test of Language Development), Pro Ed
VCS (Vocabulary Comprehension Scale), DLM/Teaching Resources
WCAT (Weiss Comprehensive Articulation Test), DLM/Teaching Resources

Figure 24. AVAILABLE SCHOOL-AGE EVALUATION INSTRUMENTS

ACLC (Assessment of Children's Language Comprehension), Consulting Psychologists Press
Boehm Test of Basic Concepts-Revised, Psychological Corp.
Bracken Basic Concept Scale, Psychological Corp.
CAVAT (Carrow Auditory-Visual Abilities Test), DLM/Teaching Resources
CELF-R (Clinical Evaluation of Language Fundamentals-Revised), Psychological Corp.
CELI (Carrow Elicited Language Inventory), DLM/Teaching Resources
CTBS (Comprehensive Test of Basic Skills), McGraw-Hill
DAB (Diagnostic Achievement Battery), Pro-Ed
DSS (Developmental Sentence Scoring), Northwestern University Press
DTLA-2 (Detroit Test of Learning Abilities-Revised), Bobbs-Merrill Company, Inc.
EOWPVT (Expressive One Word Picture Vocabulary Test), Academic Therapy Publications
Evaluating Communicative Competence, Communication Skill Builders
Fullerton Language Test for Adolescents, Consulting Psychologist's Press, Inc.
GFW Auditory Skills Test Battery, American Guidance Service
GFW Test of Auditory Discrimination, American Guidance Service
ILSA (Interpersonal Language Skills Assessment), LinguiSystems
IOBS (Inventory of Basic Skills), Curriculum Associates
IOED (Inventory of Early Development), Curriculum Associates
KLPA (Khan Lewis Phonological Analysis), American Guidance Service
KTEA (Kaufman Test of Educational Abilities), American Guidance Service
Let's Talk Inventory for Adolescents, Psychological Corp.
MILI (Multilevel Informal Language Inventory), Charles E. Merrill Publishing Co.
PIAT-R (Peabody Individual Achievement Test-Revised), American Guidance Service
PPVT-R (Peabody Picture Vocabulary Test-Revised), American Guidance Service
REEL (Receptive Expressive Emergent Language Scale), University Park Press
Rhode Island Test of Language Structure, Pro Ed
Sawyer's Test of Auditory Segmentation
SPELT-II (Structured Photographic Expressive Language Test), Janelle Publications
STAL (Screening Test of Adolescent Language), University of Washington Press
TACL-R (Test of Auditory Comprehension of Language-Revised), DLM/Teaching Resources
TAPS (Test of Auditory Processing Skills), LinguiSystems
TEEM (Test for Examining Expressive Morphology), Slosson Educational Publications
Token, DLM/Teaching Resources
TLC-E (Test of Language Competence-Expanded), Psychological Corp.
TOLD-R Series (Test of Language Development-Revised), Pro Ed
TOPS (Test of Problem Solving), LinguiSystems
TORC (Test of Reading Comprehension), Pro Ed
TOWL-2 (Test of Written Language), Pro Ed
TSA (Test of Syntactic Abilities), Dormac
WCAT (Weiss Comprehensive Articulation Test), DLM/Teaching Resources
Woodcock-Johnson Language Proficiency Battery, DLM/Teaching Resources
Woodcock Reading Mastery-Revised, DLM/Teaching Resources
The Word Test, LinguiSystems
WRAT-R (Wide Range Achievement Test-Revised), Jastak Associates

Figure 25. ABILITY MEASURES APPLIED TO LANGUAGE-IMPAIRED STUDENTS

Federal regulations (34 CFR 300.532 (c)) and *Rules* state the following:

> Tests are selected and administered so as to best insure that when a test is administered to a child with impaired sensory, manual or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills except where those skills are factors which the test purports to measure.

Application of this requirement indicates that when the intellectual functioning of a student with language problems must be assessed, it is important to select assessment procedures that will accurately and fairly reflect the student's cognitive ability.

Tests of intelligence that are language dependent introduce the possibility that derived scores reflect the effects of the student's language problem on test-taking skills rather than a reasonable estimate of mental ability.

The following commonly used tests of intelligence place demands on the student's ability to use and understand language:

- **WISC-R, WPPSI-R, WAIS-R**

Verbal Scale — requires adequate receptive and expressive language skills
Performance Scale — requires adequate receptive language skills for understanding the directions, although pantomimed instructions may be used;[3] requires verbal response on the "Picture Completion" subtest

- **Stanford-Binet, Fourth Edition**

Verbal Reasoning — requires adequate receptive and expressive language skills, although "Absurdities" may be administered with modifications if the student has adequate expressive language skills (See Examiner's Handbook.)
Abstract/Visual Reasoning — can be administered to language-impaired students (Suggested modifications are given in the Examiner's Handbook.)
Quantitative Reasoning — requires adequate receptive and expressive language skills
Short-Term Memory — "Bead Memory" and "Memory for Objects" can be administered to language-impaired students; "Memory for Digits" requires minimal receptive and expressive language skills (Suggested modifications are given in the Examiner's Handbook.)

- **Kaufman Assessment Battery for Children**

Sequential Processing — requires adequate receptive and expressive language skills
Simultaneous Processing — requires adequate receptive and expressive language skills

- **McCarthy Scales for Children's Abilities**

Verbal, Quantitative, and Memory Scales — require adequate receptive and expressive language skills
Perceptual-Performance and Motor Scales — can be administered to students with expressive language deficits who can understand the directions

While the tests listed above may provide information that is interesting and even useful for diagnostic purposes, they are not appropriate for reflecting the intellectual ability of the student with language problems. If the language-dependent components of these tests are eliminated in an attempt to determine the student's IQ, the IQ score may be invalid because the tests were not administered in conformance with the instructions provided by their producers.

Some tests assess nonverbal forms of intellectual ability and require minimal receptive and expressive oral language skills. These tests include the following:

- **Leiter International Performance Scale**
- **Raven's Progressive Matrices**
- **Matrix Analogies Test**
- **CID Preschool Performance Scale**
- **Smith-Johnson Nonverbal Performance Scale**
- **Test of Nonverbal Intelligence**
- **Kaufman Assessment Battery for Children**
  Nonverbal Scale — can be administered to language-impaired students

[3] Jerome M. Sattler, *Assessment of Children*, Third Edition (San Diego: Jerome M. Sattler, 1988), pp. 896-899.

Figure 26. USING ABILITY TESTS

Red Flags for Students at Risk for Language Problems

What characteristics or patterns in ability/achievement test scores suggest the need for further in-depth evaluation to determine if a language problem is present?

- A significant and unusual difference between *Verbal* and *Performance* scales in the WPPSI, WISC-R, or WAIS-R (The information needed can be found in Kaufman's "Intelligent Testing with the WISC-R" and Sattler's "Assessment of Children.")
- A significant and unusual difference between *Verbal Reasoning* and *Abstract/Visual Reasoning* on the Stanford-Binet Fourth Edition (Refer to the Examiner's Handbook and Technical Manual.)
- A significant difference between *Verbal Comprehension and Nonverbal Reasoning/Visualization* factor scores as described by Sattler for the Stanford-Binet Fourth Edition
- A significant and unusual difference between *Mental Processing Composite* and Kaufman and Reynold's *Verbal Intelligence* global score, as described in "Clinical and Research Applications of the K-ABC"
- Reading comprehension achievement that is well below word recognition skill level

Using Ability Scores to Determine Eligibility for Special Education Programs and Services

In some cases, it may be desirable to administer both a verbal and a nonverbal ability measure, such as those listed in Figure 25, to evaluate the degree to which the student's language problem affects intellectual functioning.

The results of such an evaluation must be carefully explained to avoid improper conclusions. For example, different IQ scores may be generated from verbal and nonverbal ability tests. The score obtained on the language-dependent test may be lower than the score on a test that does not require language skills. The score from the language-dependent test should not be used as the measure of intellectual functioning when determining eligibility.

The question of what ability score to use in the discrepancy formula to determine eligibility for special education programs and services for a student with a language problem is a complex one. For example, if oral expression and listening comprehension are the only areas of deficiency for a student suspected of having a severe learning disability, computing the severe discrepancy from a *nonverbal* ability score is the most defensible.

When such areas as reading comprehension and written expression are deficient, the following issues should be considered by the evaluation team in determining whether to use verbal or nonverbal ability measures:

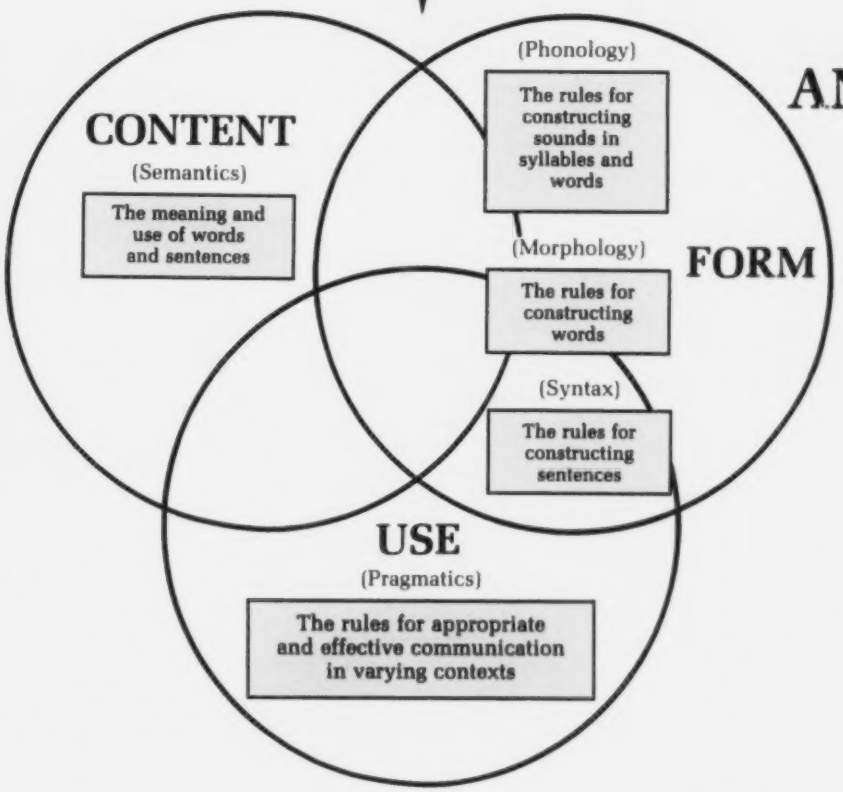
- the extent of the language deficit
- the extent to which the language deficit impacts on the verbal IQ score
- other supporting data suggesting that the student's verbal skills are not representative of overall ability level

If the impact of language is deemed minimal by the evaluation team, the use of the verbal ability test may be acceptable. If the impact of language is significant, information from the nonverbal test should be used.

Figure 27. DETERMINATION OF ELIGIBILITY FOR LANGUAGE SERVICES

INTERACTION MODEL

The student must have deficiencies in the interpretation or use of one or more of the following language components:



TWO QUALIFIERS

Both of the qualifiers below must exist for *any* of the component deficiencies that are exhibited:

AND

Is significantly deviant from developmental norms, based on team judgment

AND

Has an adverse effect on educational performance

Figure 28. SAMPLE EVALUATION TEAM REPORT

Part A. MULTIFACTORED EVALUATION

STUDENT John Doe D.O.B. _____ TEACHER _____

SCHOOL _____ GRADE 4 DATE OF REPORT _____

I. REASON FOR REFERRAL

John was referred for a multifactored evaluation by the school building's intervention assistance team (IAT) because of continuing academic problems, including difficulty following directions and poor reading comprehension and written expression skills. John has recently begun to exhibit some behavior problems in school and has difficulty sustaining peer relationships.

II. EDUCATIONAL HISTORY

Evaluators _____ (classroom teacher, parents)

Date _____

By parent report and teacher comments noted in the student's cumulative report, John has experienced difficulty following directions and completing written assignments since kindergarten. His grades in reading, language arts, and spelling have been average or below average even though he was retained in the first grade and received Chapter I reading services during first and second grade. Both his parents and teachers indicated that John has tried hard and has had a good attitude until recently.

During third grade, John's performance on competency examinations reflected mastery of mathematics objectives at the third grade level and reading and writing objectives at the first grade level. It was noted that his handwriting was legible and neat.

Throughout the years, John's parents have attempted to follow teacher suggestions to help him at home. While John was willing to listen to stories being read to him by his parents, he was reluctant to read out loud to them, especially when his brother was present. His parents admitted to becoming frustrated when trying to help John complete assignments in his language arts and reading workbooks. They have always been puzzled that John could do mathematics so easily but has so much difficulty reading.

Teacher Checklists Initiated for Teacher's Own Use

In September, John's fourth grade teacher observed that he was doing below average work in language arts and content areas. His mathematics skills were at grade level. As a result of this observation, the teacher completed Teacher Checklists for listening comprehension, oral expression, reading comprehension, and written expression to determine what interventions to attempt. On the checklists, the following weaknesses were noted:

> John responds to abstract questions with off-topic responses and has trouble following multi-step directions when listening or reading. He also has difficulty answering detail questions about material heard or read. John rarely asks for clarification or assistance. He has limited oral and written vocabulary. John's ability to write grammatical sentences that convey appropriate meaning is poor. He requires additional time to work on written assignments.

Analysis Questions Used by Teacher

Based on these observations, the teacher applied the Teacher Analysis Questions to her classroom instructional approach and identified appropriate Teacher Accommodations to address John's difficulties. The accommodations that seemed to best match both John's needs and the classroom's structure were placed in priority. The following were implemented:

Accommodations Attempted

1. For listening and speaking difficulties,
   a. have John's hearing checked first;
   b. simplify "who-what-when-where" questions to the underlying idea (i.e., where = what place);
   c. make two-step commands pertinent to the environment and use visual cues whenever possible; and
   d. use manipulatives to demonstrate concepts.

2. For reading and writing difficulties,
   a. have John's vision checked first;
   b. have John read action-oriented sentences in games, such as "Simon Says" and treasure hunts;
   c. when reading, use semantic mapping to show story structure;
   d. when writing, teach the use of organizers (e.g., outlining and webbing); and
   e. teach the use of taping orally and then transcribing taped materials.

3. Teach John that "I don't know" is an acceptable answer, if appropriate.

Results of Teacher Accommodations

John's teacher reported that the accommodations were incorporated into the instructional process for all students in the class, rather than applying the accommodations for John only. The end result was that many of the below average and average students in the class seemed to "catch on" to new concepts better than before. John made some improvements in following simple oral instructions and understanding vocabulary words with uncomplicated meanings. However, John's progress was significantly less than other students in the class. While most students learned 20 new concepts over a four-week period, John could use only five new concepts correctly on a consistent basis.

III. HEARING AND VISION STATUS

Initially Suggested as Teacher Accommodations; Then Considered by IAT; Now Used in MFE

Evaluators _____ (school nurse, parents, physical education teacher)

Date _____

Hearing Test Results:

John passed his hearing screening at 20dbHL in both ears.

Relationship to Academic Functioning:

John's hearing is normal and appears adequate to hear both teacher instructions and peer discussions in the classroom as well as high- and low-sound frequencies associated with various phonemes.

Vision Test Results:

John also passed the vision screening with 20/20 in both eyes.

Relationship to Academic Functioning:

John's vision is within normal limits and appears adequate to see written work on the chalkboard as well as materials placed on a desk. Left-to-right eye movements were smooth and appeared adequate to track lines of words and sentences in books.

John's parents reported no history of chronic ear or eye infections or injuries. John's physical education teacher indicated that John has adequate vision and hearing to follow directions and perform motor tasks in physical education class.

Results Related to School Performance:

It appears that any difficulties with reading, writing, or following directions are not due to hearing or vision problems. No follow-up in either of these areas is warranted at this time.

IV. EDUCATIONALLY RELEVANT MEDICAL FINDINGS

Considered by IAT; Now Used in MFE

Evaluators _____ (school nurse, parents, physical education teacher)

Date _____

John's parents reported that he walked, talked, and reached other developmental milestones at expected time periods. John has had no serious illnesses or injuries. He has a good appetite and sleeps well at night. His energy level is high but typical of other boys his age. John's physical education teacher indicated that John's activity level adjusts appropriately to various demands during physical education class.

Relationship to Academic Functioning:

John appears to be a healthy child who attends school regularly. There do not appear to be any physical or medical factors affecting John's performance in the classroom.

V. COMMUNICATIVE STATUS

Requested by IAT; Now Used in MFE

Evaluators _____ (speech/language pathologist, classroom teacher, parents)

Date _____

Because only marginal success was attained in helping John improve his classroom performance after several instructional accommodations were made, John's teacher asked that John's case be discussed by the building's IAT. After reviewing the instructional interventions attempted by John's teacher and John's learning response, the IAT requested more information about John's learning response.

Test Results:

1. *Clinical Evaluation of Language Fundamentals-Revised (CELF-R)*

	Standard Score	Discrepancy from IQ
Receptive Language Score:	78	- 2.19
Expressive Language Score:	54	- 3.79
Total Language Score:	66	- 2.99

2. *Test of Written Language-Revised (TOWL-2)*

Written Language Quotient:	70	- 2.73

3. Pragmatic Skills Checklist (see discussion)

4. Language Sample (see discussion)

When being assessed by the speech/language pathologist, John was cooperative but reluctant to take risks and elaborate in responses. He rarely asked for clarification or repetitions of stimuli and often responded that he "didn't know." Similarly, John's teacher reported that John seldom initiated comments during class discussions, and when called upon, John provided only brief responses. Because John has been reluctant to ask for help, the teacher has reinforced John for admitting when he did not know an answer so that an alternative way of explaining the information could be provided to him. However, John is still reluctant to let the teacher know when such help is needed. John's parents stated that John tends to become a little shy around strangers.

Parent Information

John showed adequate ability in processing basic word and sentence structures, but he experienced difficulty with lengthy and more complex sentence forms, especially those with multiple meaning words and passive transformations. Comprehension of abstract language skills, such as idioms and metaphors, was severely limited. John's teacher agreed with these observations and added that John also has difficulty understanding puns made by his peers and jokes that require understanding of a "play on words."

Teacher Information

John had difficulty with multi-step directions presented through the auditory channel alone. Visual cues presented in conjunction with auditory stimuli (e.g., writing the text and page number on the board when giving assignments) improved John's ability to follow directions. John's parents commented that John usually remembers one or two of the things he is asked to do at home, but he never seems to remember all of them.

Parent Information

Classroom Observation Related to Referral Concern

When observed by the speech/language pathologist in the fourth grade classroom, John failed to carry out written directions on worksheets, often misinterpreting specific constructs used or completing only partial requirements. His teacher indicated that this problem tends to occur three to four times each week.

Relationship to Academic Functioning:

John's expressive language skills were significantly depressed in content, form, and use. He still confused relatively simple constructs, such as verb tense and spatial orientation. John did not produce compound or complex sentences without prompting and could not combine sentences easily, even with a model. He consistently showed little advanced planning of message content and could not sequence events into a coherent whole, making his conversation difficult to follow. In addition, John demonstrated significant word-finding problems in conversation and tended to rely on nonspecific vocabulary ("yellow thing" for "bulldozer") and overuse of fillers ("uhm" and "uh").

Pragmatically, John was unaware that his responses lacked sufficient information for the listener, and he did not pick up on nonverbal cues that would indicate confusion on the listener's part. Both John's teacher and parents commented that John sometimes has difficulty maintaining friendships because he inadvertently "sticks his foot in his mouth" by blurting out comments, interrupting the conversation of others, or saying things in a way that hurts people's feelings.

Parent and Teacher Information

Work Sample and Analysis

John's written language difficulties reflected his oral limitations. Analysis of a sample of his classroom writing revealed immature language in both content and form. His sentences tended to ramble and lacked a clear focus or relationship to the main topic. Sentences and words within sentences were poorly sequenced and difficult to follow. Specific vocabulary was used on a limited basis, and grammar and syntax rules were inconsistently applied. It appears that style, spelling, syntax, and semantic skills were extremely limited as John could not construct a meaningful passage.

Due to John's extremely limited use of language, particularly in the areas of semantics and abstract language use, a measure of his overall ability and achievement levels was requested.

VI. ABILITY

Requested by IAT

Evaluators _____ (school psychologist)

Date _____

Test Results:

Kaufman Assessment Battery for Children (KABC)-Nonverbal Scale (Selection of IQ test based on assessment of vision, hearing, and communicative status)

Nonverbal Scale IQ = 111

Selection of IQ Test Based on Vision, Hearing, and Communication Assessments

The *KABC-Nonverbal Scale* was administered to assess intellectual functioning. The Nonverbal Scale is intended to provide a reliable measure of overall intellectual functioning for individuals who cannot be assessed validly by the complete Mental Processing Scale because of communication problems. John meets this criterion.

The results indicate a nonverbal score of 111, which is within the high average range. There were no significant strengths or weaknesses on the test. John's best areas were Hand Movements and Triangles, with scaled scores of 13. Other scaled scores were Matrix Analogies, 10; Spatial Memory, 11; and Photo Series, 11.

On the Hand Movements subtest, John was able to copy precise sequences of movements of the examiner's hand. Success in this area is usually contingent upon a good attention span and concentration. It further measures motoric reproduction of a sequence.

On the Triangles subtest, John was able to assemble several identical triangles to match a picture of an abstract design. This task measures mental processing in the visual-motor channel and requires abstract thinking.

Relationship to Academic Functioning:

Based on his performance on the *KABC*, the results indicate that John has adequate mental ability to learn and achieve in school at least as well as other students his age. John appears capable of achieving fourth grade level outcomes.

VII. ACADEMIC FUNCTIONING

Initiated for MFE

Evaluators _____ (school psychologist, classroom teacher)

Date _____

Test Results:

Woodcock-Johnson Test of Achievement-Revised (WJ-R) (Results were computed and compared to others at John's grade level of 4.4.)

Cluster Scores:

	Grade Equivalent	Standard Score	Discrepancy from Norm
Broad Reading	1.9	66	- 2.99
Letter-Word Identification	2.1	74	- 2.46
Passage Comprehension	1.7	67	- 2.83
Broad Mathematics	4.0	95	- .40
Calculation	4.5	102	- .86
Applied Problems	3.3	91	- .13
Broad Written Language	2.1	79	- 2.13
Dictation	2.8	84	- 1.79
Writing Sample	2.0	78	- 2.19

John was very cooperative during the testing session. He attempted every test item presented to him. Near the end of the testing, John began to yawn and appeared tired.

Mathematics Results:

John's academic strengths appear to be in the mathematics area. John scored highest in the calculation section with a grade equivalent score of 4.5. His next highest score, a grade equivalent of 3.3, was in the applied problems section.

Relationship of Mathematics to Daily Performance:

Following the completion of the mathematics section, John was presented the numerical calculation required to answer the applied problems that he had missed. Under these circumstances, John again was able to correctly solve fourth grade level problems. When asked to explain what made it possible for him to solve the numerical calculation in one situation but not the other, John commented that it was hard for him to find the number problem among all the words. Some of the words made the problem more confusing, and John couldn't figure out what the problem meant.

John's teacher indicated that John did well on most of his mathematics homework assignments and tests as long as they involved computation only. John typically struggles with story problems. His performance tended to improve when either the teacher or another student read the story problem to him in short segments at a time or when he drew pictures or diagrams to depict the story before setting up the calculation.

Reading Results:

On the *WJ-R*, John experienced the greatest difficulty in the areas of reading and written language, both having developed from a late first grade to an early second grade level.

The most difficult words that John was able to identify when presented individually were "must," "part," and "faster." The next higher level included such words as "knew," "whole," and "shoulder." It appears that John tends to identify single-syllable words or words that contain a smaller word (e.g., cat). He has difficulty identifying words that include initial blends, more than one syllable, double vowel combinations, and silent letters.

On the Passage Comprehension subtest, John was asked to read a short passage and identify a missing key word. John was able to provide appropriate words to complete the sentences in the first few situations. Thereafter, he described rather than labeled an idea, or he provided a word clearly not related to the main idea.

Relationship of Reading to Daily Performance:

John's teacher indicated that these results are typical of John's daily performance. Similarly, John passed all reading pupil performance objectives at the first grade level except recognizing vocabulary, recognizing inflected words, identifying multiple-meaning words, and stating main ideas.

Classroom Observation Focused on Referral Concerns; Relationship of Observation to Academic Functioning

During a 20-minute observation period conducted by the school psychologist, John was seated with four other students in a reading circle. John and one other student had difficulty locating the correct story after receiving directions the first time. Unlike the readings by other students in the group, John's oral reading in the late second grade level book had so many errors that it was difficult for the listener to maintain an understanding of the meaning of the passage. After having completed his reading, John was able to answer one of three comprehension questions. John's teacher indicated that John's reading that day was typical of his performance. As a result, John is reluctant to read aloud during class. John's poor reading skills tend to interfere with his ability to acquire new information in other areas, such as science, health, and social studies.

Written Expression Results:

John's performance on the writing portion of the *WJ-R* appears to be consistent with information shared by the teacher and speech/language pathologist. John's writing skills were developed to the second grade level. His sentence construction was awkward, he tended to omit key words that were essential to conveying sentence meaning, and his sentences were brief. It was interesting, however, that John exhibited slightly higher skills when asked to write a dictated sentence; this task relies more on remembering key ideas than creating and organizing ideas.

Relationship of Written Expression to Daily Performance:

John's teacher reported that the above results are typical of John's daily performance. Tasks such as writing a letter to a friend are difficult and often frustrating. Writing is not a useful learning tool for John. Consequently, taking notes during class renders little benefit to John.

On the whole, John appears to do better in areas requiring rote memorization (recognizing letters and words, calculating mathematics facts, and writing dictated words or sentences) than he does in areas requiring the development of concepts and understanding (reading comprehension, mathematics-applied problem solving, and conveying ideas in writing).

VIII. MOTOR STATUS

Initiated for MFE

Evaluators (school psychologist, classroom teacher, and physical education teacher)

Date _____

Fine Motor Test Results:

Beery Visual Motor Integration Test (Beery VMI)
Standard Score 10
Age Equivalent 10 years, 1 month
OSPA Fine Motor Skills Checklist

John uses his left hand for pencil/paper tasks. On the *Beery VMI*, he was very precise in the reproduction of designs. John's fine motor skills were typical of other children his age. According to John's teacher, John appropriately uses classroom supplies, such as scissors, and successfully performs eye-hand coordinated tasks, such as opening doors, sharpening pencils, and drawing lines with a ruler.

Relationship to Academic Functioning:

John's teacher reported that when writing, John forms letters correctly, uses proper spacing, and produces handwriting that is legible and neat. John has the five motor skills necessary to complete academic work and self-help skills in the regular classroom.

Gross Motor Test Results:

OSPA Gross Motor Skills Checklist

Using the *Gross Motor Skills Checklist*, the physical education teacher indicated that John's balance, stamina, and coordination are adequately developed for a child his age. He demonstrates efficient movement of body parts, including those that require eye-hand and eye-foot coordination.

Relationship to Academic Functioning:

John moves about the school grounds and building without difficulty and participates in both school and outside sports activities. In the classroom, he is physically able to participate in activities at his desk, at the chalkboard, or in other areas that may require standing, sitting, or even reclining. John appears physically able to participate in field trips or other activities outside the classroom. Therefore, John's difficulties with academic functioning do not appear to be related to fine or gross motor problems.

IX. SOCIAL-EMOTIONAL STATUS

Initiated for MFE

Evaluators (school psycholologist, speech/language pathologist, classroom teacher, and physical education teacher)

Date _____

Results:

Devereux Behavior Rating Scale
OSPA Gross Motor Skills Checklist
Structured Student Interview

The *Devereux Behavior Rating Scale* was completed by John's classroom teacher. Except for John's academic achievement, all areas assessed were within the normal or expected range as compared to the average child in his grade and his age. Academic achievement was below expectations.

John's classroom teacher and physical education teacher both indicated that John was particularly good at respecting the property of others and following classroom rules. He is responsible and begins tasks when assigned.

Relationship of Social-Emotional Status to Disability

Those behaviors that were below expectations for a typical fourth grader involved cooperating and interacting with peers. Such difficulties may stem from John's underdeveloped pragmatic language skills. According to the speech/language pathologist, John tends to have difficulty demonstrating positive conversational skills, such as turn-taking, listening without interrupting the speaker, using tact, and considering the wishes of the other person.

Relationship to Academic Functioning:

John's teacher noticed that John is frequently one of the last students selected by his classmates to participate in team activities whether in the classroom or on the playground. John tends to associate with one peer at a time rather than being involved in a peer group, and he seems to have difficulty sustaining a friendship.

Interview Structured to Address Referral Concerns

During the structured student interview, John indicated that his greatest difficulty at school involved reading and having to talk in front of the class. The problem that bothered John the most was not having many friends. Both problems were perceived as being pretty serious to him because he wants to earn good grades and be liked by other students.

When asked to describe specific situations in which he experiences difficulty, John stated that when he is called upon to answer questions in class, the other students make fun of him or laugh at him. John said that he sometimes didn't understand why they were laughing. John stated that during physical education class or lunch, some students reminded him that he didn't do the homework assignment or told him he's "just plain dumb" because his answers are "off the wall."

When asked how he felt about these situations and what he had done to make things better, John stated that he felt frustrated and angry every time his teacher gave directions to the class because he never seemed to do the assignment the way the teacher wanted. It didn't seem to matter whether the directions were worksheets or explained during class. At the present time, John feels that there is no use in trying because he will get a bad grade anyway. John indicated that school has always been hard for him and that it seems to be getting worse lately. He said that he would like to get an award just once.

X. IMPLICATIONS FOR INDEPENDENT FUNCTIONING AND EMPLOYABILITY

Purposes of Special Education

At the present time, John only achieves success when given assistance by the teacher or another student. It is important for him to gain the skills that will enable him to complete assignments on his own. Because John's language difficulties seem to affect all areas of language (listening, speaking, reading, and writing), it seems likely that he will experience difficulty maintaining employment after graduation and independence as an adult unless these areas are improved.

XI. TEAM SUMMARY AND INTERPRETATION OF HOW THE MFE RELATES TO ACADEMIC PERFORMANCE IN THE REGULAR CLASSROOM

John demonstrates a severe receptive and expressive language deficit that is affecting his ability to read, write, speak, and listen effectively in school. Although John has high average nonverbal ability, his achievement is far below expected levels except in the areas of mathematics.

With regard to the learning disabilities discrepancy formula, John has discrepancy areas (2.0 deviations below expected performance) in oral expression, written expression, listening comprehension, and reading comprehension. John's difficulty is not due to physical limitations, because his vision, hearing, and motor skills are normal.

Language areas are influencing John's ability to acquire concepts in other content areas that require language skills as a tool for learning.

Part B. MULTIFACTORED EVALUATION TEAM CONCLUSIONS

I. HANDICAP DETERMINATION

The multifactored evaluation team concludes that John has a learning disability in the following specific areas:

- X Oral Expression
- X Written Expression
- X Listening Comprehension
- X Basic Reading Skills
- X Reading Comprehension
- ___ Mathematics Calculation
- ___ Mathematics Reasoning

The multifactored evaluation team also concludes that John has a language handicap that has an adverse effect on his educational performance in the following areas:

X	Receptive Oral Language	X	Morphology
X	Expressive Oral Language	X	Syntax
		X	Semantics
		X	Pragmatics

General Supporting Data

For each identified area, this determination is based on the following evidence:

1. John has a history (dating back to kindergarten and including retention in first grade) of difficulty with following directions, reading, and writing.
2. John's learning difficulties do not appear to be due to vision, hearing, motor, or medical problems or to other factors related to emotional disturbance, mental retardation, and environmental, cultural, or economic disadvantage.
3. John's age was not a factor that influenced the team's determination.
4. Despite the provision of appropriate accommodations, a severe discrepancy exists between John's ability and his achievement in multiple areas.
5. There is evidence that a severe discrepancy between ability and achievement *is not* correctable without special education services.
6. John indicates that school seems to be getting harder; he expresses feelings of frustration, anger, and futility.

Supporting Data for Each Specific SLD Area

For the sake of brevity only for this *Handbook*, the basis of only two of the five areas identified as a learning disability or language handicap will be discussed and documented below.

Specific Area: READING COMPREHENSION

Source	**Evidence**
Intervention	John has experienced little improvement in learning despite the provision of Chapter I reading service and teacher accommodations that focused on simplifying directions, reinforcing comprehension of ideas and vocabulary, using story mapping to organize main ideas, and establishing relationships of words to ideas.
Teacher Information	John's reading skills interfere with learning new science and social studies material. John does not like to read in front of the class.
Parent Information	John is reluctant to read in front of his brother. He likes his parents to read to him.

Individualized Tests

Test	**Standard Score**	**Discrepancy from IQ**
WJ-R		
Broad Reading	66	- 2.99
Letter-Word Identification	74	- 2.46
Passage Comprehension	67	- 2.83

John reads with comprehension at the end of the first grade level. He tends to describe key words in passages rather than label them precisely. John tends to identify words that have single consonants and single vowel combinations.

Group Tests	John passed all first grade pupil performance objectives, except vocabulary, inflected nouns, locating main ideas, and multiple-meaning words.
Observation/ Work Samples	While reading aloud in a small reading group, John made frequent reading errors. It was difficult for the listener to understand the meaning of the passage. Afte. wards, John was able to answer one of three comprehension questions.

Specific Area: ORAL EXPRESSION

Source	Evidence
Intervention	John has difficulty explaining ideas even when manipulatives are used to help guide his thoughts.
Teacher Information	John has difficulty carrying on an appropriate conversation with peers because he interrupts others or says things that offend others. John has limited speaking vocabulary and seldom initiates comments during class discussions.
Parent Information	John blurts out comments without taking time to listen to the comments of friends and family. He tends to be shy around strangers.
Student Information	Other students sometimes make fun of John when he answers questions in class. John does not understand why the other students are laughing.

Individualized Tests

Test	Standard Score	Discrepancy from IQ
CELF-R Expressive Language	54	- 3.79

Observation/ Pragmatic Skills: John was unaware that his responses lacked sufficient information for the listener and did not pick up on nonverbal cues that would indicate confusion on the listener's part.

II. IMPLICATIONS FOR IEP DEVELOPMENT

John needs to acquire the following skills:
1. listening and reading with understanding
2. expressing ideas clearly when speaking and writing
3. demonstrating appropriate conversational skills with peers

III. IMPLICATIONS FOR INSTRUCTION

The following approaches should be attempted:
1. Ask John to write and read his own stories based on his own experience and using his own vocabulary.
2. Check that John can recognize and comprehend words in a sentence before asking him to read.
3. When giving oral instructions, make sure that John is looking at the instructor; ask John to repeat the instructions in his own words. Use visual cues whenever possible to help build meaning.
4. Allow John to participate in role-play activities to practice his pragmatic language and social interaction skills.

The following team members *agree* with the content and conclusions of this report.

Date	Chairperson/Title
Signature	Title

The following members *disagree* with one or more points of this report and will provide a separate statement.

This separate statement will be due by _____.

Student John Doe

Present Levels of Performance	Annual Goal	Short-Term Objectives	Evaluation Criteria	Evaluation Procedures
John has adequate hearing, vision, and motor skills to complete classroom activities. He can follow simple directions but not multi-step oral and written directions. John tends to do better when orally presented comprehension questions are accompanied by visual cues. He has difficulty defining words and understanding multiple-meaning words when reading or listening. John can read with understanding at the end of the first grade level. John appears to do better in areas requiring rote memorization (recognizing letters and words, calculating mathematics facts, and spelling) than he does in areas requiring the development of concepts and understanding (reading comprehension, mathematics-applied problems, and conveying ideas in writing).	To listen and read with understanding at the end of the second grade level	1. John will use strategies to retain and follow oral and written directions during reading class. 2. John will define the meaning of unfamiliar words using context cues in selected passages. 3. John will identify the main idea in preselected paragraphs. 4. John will recall at least three significant details from material heard or read when given outlines, review guides, pictures, or other visual cues. 5. While listening to or reading selected stories, John will draw a semantic map depicting at least two main ideas.	1. At least 3 times each week for 4 consecutive weeks 2. With 70 percent success 3. 3 out of 4 times during each reading class 4. At least 3 times each week 5. At least 2 times each week	1. SLD teacher evaluates classroom work and charts John's correct application of strategies 2. SLD teacher observes and charts John's daily reading 3. SLD teacher observes and charts John's reading in small groups 4. SLD teacher observes and charts 5. SLD teacher charts

Figure 29. ETR/IEP RELATIONSHIP
Annual Goal 1

Student John Doe

Present Levels of Performance	Annual Goal	Short-Term Objectives	Evaluation Criteria	Evaluation Procedures
John has difficulty producing or organizing ideas within compound and complex sentences. He has difficulty sequencing events within a sentence, which makes his conversation and written work difficult to follow. Significant word-finding or labeling problems exist when John is speaking and writing, especially when the words are not closely associated with his everyday experiences.	To express ideas clearly by speaking and writing	1. John will use conjunctions to combine sentences in structured activities.	1. 7 out of 10 trials	1. As shown in homework, SLD teacher-made tests, and charting by speech/language pathologist
		2. When using manipulatives or visual cues, John will verbally or in writing sequence at least three events correctly.	2. 9 out of 10 times for 4 consecutive weeks	2. SLD teacher charts
		3. In a five-minute structured conversation, John will maintain the topic and provide sufficient information for the listener to complete the activity being described.	3. 1 time per week for 4 consecutive weeks	3. Speech/language pathologist charts
		4. John will use word-finding strategies to explain, both verbally and in writing, an event that includes at least four details.	4. 8 out of 10 trials	4. SLD teacher and the speech/language pathologist chart
		5. John will demonstrate organizational strategies necessary to write simple paragraphs and stories, including letters to friends.	5. 2 times per week for 4 consecutive weeks	5. SLD teacher measures and charts daily written assignments

Student John Doe

Present Levels of Performance	Annual Goal	Short-Term Objectives	Evaluation Criteria	Evaluation Procedures
John has difficulty maintaining positive conversational skills, such as turn-taking, tact, and listening without interrupting.	To demonstrate appropriate conversational skills with peers	1. When a peer initiates a conversation about a specific topic (e.g., television show or sporting event), John will respond with a question or comment relevant to the topic.	1. 3 out of 4 instances	1. Teacher or therapist charts
		2. In practice sessions with peers, John will speak only when given a permission cue card, so as not to interrupt his peers.	2. 90 percent of the time	2. Teacher or therapist monitors
		3. When given three or four sentences that convey similar meanings, John will select the sentence that is most tactful or least likely to hurt another's feelings.	3. 100 percent accuracy	3. Use of skills checklists and worksheets
		4. When choosing a game to play with two or three peers, John will state his choice and reasons and will then listen while his peers do the same.	4. 100 percent	4. Teacher records
		5. If the group has made a choice to play a game that is not John's choice, John will play the game without pouting or complaining.	5. 3 out of 4 times	5. Teacher records

CHAPTER VI

Models of Speech/ Language Service Delivery

Service Delivery Models

Public Law 94-142 and *Rules* state that to be eligible for services, a speech/language handicapped student must have a significant deviation from the developmental norm, which has an adverse effect on the student's educational performance. This means that speech/language pathologists, intervention assistance teams, and individualized education program teams must consider the student's level of educational functioning and decide from a continuum of delivery models which model affords the student the best chance for success. At the same time, speech/language pathologists are charged with providing preventive services to the overall school population.

Numerous innovative and effective service delivery models can provide quality service to both the regular and special education populations. A description of the models most frequently employed and examples of their implementation, including advantages, follow.

Figure 30. SPEECH/LANGUAGE SERVICE DELIVERY MODELS

Inservice

The speech/language pathologist interfaces with the regular education program.

"The role of the school speech/language pathologist is in metamorphosis. While change can be threatening, the transformation of the speech/language pathologist from a 'broom-closet' therapist, isolated from the educational mainstream, to a classroom-based communication specialist has the potential of being more professionally rewarding and more relevant to the needs of school-age children."[4] This quote emphasizes the need for speech/language pathologists to begin spreading the word about language and its impact on educational and social success.

Inservice, both formal and informal, is a functional way to reach teachers and thereby impact the greatest numbers of students without having to provide direct service. Also, speech/language pathologists should attend inservice programs geared toward regular education so they can better understand the relationship between speech/language pathology and classroom instruction.

Implementation Examples

1. Provide information to teachers on topics related to language and learning via five-minute "quick-hits" at faculty meetings, written hand-outs, flyers, and reproducible materials.

2. Share ideas informally with teachers by taking part in the staff "routines" (e.g., informal lunchroom and lounge conversations).

3. Have a loan library of fun and useful materials the teachers may borrow.

4. Involve staff in special speech/language-related activities (e.g., "Better Speech/Hearing Month").

5. Volunteer to participate on curriculum committees, etc.

6. Be aware of curriculum content students are exposed to at various grade levels.

7. Communicate weekly with teachers, offering suggestions they can use with students in speech therapy.

Advantages

1. Greater numbers of students are impacted by the speech/language pathologist's expertise.

2. Referrals for individual therapy may decrease due to increased attention to language concerns in the regular classroom setting.

3. The speech/language pathologist can apply language training to specifics of the classroom curriculum.

4. The speech/language pathologist, by sharing expertise with other staff members, is considered a more integral part of the educational team.

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[4] Charlann S. Simon, "Out of the Broom Closet and Into the Classroom: The Emerging SLP," *Journal of Child Communication Disorders*, Vol. II, No. 1 (1987), pp. 41-46.

Intervention Assistance Team

The speech/language pathologist participates as a member of a team of professionals on the intervention assistance team (IAT).

The intervention assistance team may include the speech/language pathologist, regular or special education classroom teachers, the principal, various supplementary service personnel (e.g., occupational therapist, physical education specialist), and parents. The team members share observations and formal assessment results regarding the student for the purpose of coordinating the data into unified recommendations for the student. The team may monitor the student from the initial referral through a variety of assessments, interventions, and direct services. As part of the team, the speech/language pathologist has the opportunity to provide information to other team members regarding the sequential steps of language development and the impact and linkage of language with the curriculum and other supplemental services.

Implementation Example

The IAT meets to review information gathered about a student who is performing well below grade level expectations in reading and spelling. The speech/language pathologist helps the team make recommendations regarding intervention strategies for the student.

Advantages

1. Each time the speech/language pathologist is part of an IAT, the other team members learn about language development and intervention strategies. These staff members can then use their knowledge to impact greater numbers of students in the classroom.

2. The speech/language pathologist has the opportunity to educate and collaborate with other school personnel.

3. The speech/language pathologist, in working directly with other professionals, learns to view the student and the student's educational needs from a broader perspective.

Collaboration

The speech/language pathologist collaborates with the teacher and/or parents regarding a specific student, group, or class of students.

The speech/language pathologist observes a class and assembles information about the various levels of language competence among the students. Following analysis of the information, the speech/language pathologist meets with the teacher to share observations and recommendations to enhance the students' language skills and incorporate language development into the curriculum. The speech/language pathologist demonstrates or suggests specific teaching strategies and techniques and may provide supplementary materials to the teacher. Periodic collaboration may continue.

If a student in the class is determined to be handicapped, an IEP is developed, which includes goals and objectives that link the student's language performance with the curriculum. The speech/language pathologist may provide specific suggestions to the teacher so he or she can help the student reach the goals and objectives specified in the IEP.

Implementation Examples

1. Explain or demonstrate specific remediation techniques that the teacher, peer-tutor, or parent volunteer could use to assist the student in carrying over language skills to everyday life. These techniques may include use of computer-enhanced therapy.

2. Provide informal analysis and suggestions for modification of the classroom environment, teacher delivery, or student-learning strategies.

3. Provide "language packets" that may include pictures, word lists, etc., for parents and other volunteers to use with preschool, kindergarten, or high-risk students.

4. Provide language/speech enrichment sessions in the classroom as needed.

5. Provide classroom learning centers for both phonologically-impaired and language-impaired students.

Advantages

1. Greater numbers of students are impacted by the speech/language pathologist's expertise.

2. All students in a class can benefit from this model, regardless of the category in which they fall: (a) students who have normal language development, (b) students who have language problems but by rule definition are not handicapped, and (c) students who are handicapped by rule definition.

3. The opportunity exists for the teacher and the speech/language pathologist to share techniques; the pathologist learns more about the curriculum, the teacher's style, and classroom routines.

4. A strong language orientation can be established and incorporated into the curriculum.

Pullout Intervention

The speech/language pathologist removes the student from the classroom to provide direct therapy in a separate room.

Pullout intervention has historically been the primary model used by the speech/language pathologist to deliver service in a school setting. This model is sometimes referred to as an itinerant program, providing intermittent direct services. Speech and language services are provided as a supplementary service to regular or special education programs.

Pullout intervention may be aimed at an individual student or a group of students. Criteria for grouping students into a particular session may include age, grade level, type and degree of communication disorder, and functional level. Typically, the students scheduled into a group session exhibit similar communication disorders (e.g., language, articulation, fluency, and voice).

Implementation Examples

1. **Traditional Scheduling**

Traditional scheduling provides for direct service an average of twice per week to an individual student or group of students. Group size may average from two to four students but may include as many as ten students. The number of sessions per week, length per session, and number of students per session are influenced by the nature and degree of the students' problems and the speech/language pathologist's caseload demands. Creative use of learning centers, computers, and parent volunteers can maximize the benefits of pullout intervention.

2. **Intensive Cycle Scheduling (Block Scheduling)**

Intensive cycle, or block scheduling, involves servicing a particular site for a concentrated period of time, averaging five to ten weeks, and scheduling students three to five times per week. The block is then alternated with a time block at another school while the initial site is without direct service, or receives minimal direct service, for an equal period. A minimum of two cycles per year is scheduled at each school. Intensive cycle scheduling is less frequently employed than traditional scheduling but is often chosen when travel time between schools is too long.

Advantages

1. Students receive individual direct therapy.
2. Some students may be more willing to give oral responses and engage in group language interaction.
3. Pullout intervention also accommodates articulation, fluency, and voice disorders, especially in the early stages of remediation.
4. Distraction is less of a factor.

Classroom-Based Intervention

The speech/language pathologist provides direct therapy in the classroom setting to one or more students and uses the team approach with the classroom teacher.

The speech/language pathologist conducts classroom activities while the teacher observes and sometimes teams with the pathologist to work with the students. The speech/language pathologist may give the teacher ideas and materials to use in other classroom activities and interactions as a follow-up to the lesson. The speech/language pathologist may previously have conducted individual assessment of some of the students in the class.

Implementation Examples

1. **Small Group (Regular or Special Education)**

Several students in a class have language problems. The speech/language pathologist services these students through a weekly group activity lesson in the students' classroom. Other students in the class may participate in the lesson. The lesson addresses the students' specific language needs and links language development with the academic or vocational curriculum. IEPs may have been written only for those students who were identified as having a specific language handicap. The teacher observes the lesson and attempts to reinforce the targeted concept/skill during other daily classroom activities and interactions. The speech/language pathologist sometimes provides specific follow-up activities and/or materials. Also, some or all of the identified students may receive individual or group language therapy via pullout intervention.

2. **Special Education**

Orthopedically Handicapped

The speech/language pathologist and an interdisciplinary team of professionals may serve an orthopedically handicapped student who is learning to use an augmentative communication device by combining collaboration, pullout intervention, and classroom-based intervention.

Multihandicapped Class/Developmentally Handicapped Class

The speech/language pathologist, teacher, and support staff determine the communicative skills necessary for the student to function independently, e.g., in a fast-food restaurant. Objectives, vocabulary exercises, and developmental activities are planned and implemented in the classroom. Pullout intervention may be conducted at any point to emphasize and reinforce the skills.

Developmentally Handicapped Secondary Unit

The speech/language pathologist visits the secondary developmentally handicapped unit weekly or biweekly for a group lesson. The focus may be on the development of pragmatic communication skills that would impact the student's future vocational and social abilities. The teacher and speech/language pathologist work as a team. The teacher then reinforces communication objectives throughout the week.

3. **Junior or Senior High School Class for Credit**

One class period of the student's schedule is devoted to work on language skills. The course might be titled "Communication Skills." During the class period, the speech/language pathologist services several students whose language learning/remediation needs would benefit from this type of scheduling. Course content may include vocabulary development, problem-solving techniques, listening skills, social and conversational speech, question-asking and answering strategies, nonverbal communication skills, study skills related to language, and survival/pragmatic language.

Advantages

1. Greater numbers of students may be served by this method.
2. Nonlanguage handicapped students also may benefit.
3. Service is provided in a more natural environment than is possible in a separate speech therapy room.
4. Examples of language interactions, language modeling, and cueing may enhance the teacher's and the paraprofessional's interaction with students.
5. Language skills are incorporated into the academic curriculum.
6. Enhanced opportunity exists for generalization and carryover of language skills into everyday life.
7. This model is compatible with others.
8. Flexibility of scheduling for the speech/language pathologist is increased.

Community-Based Intervention

The speech/language pathologist collaborates with the special education teacher and other staff members to assist the student with functional speech and language in community sites.

Programs for low-incidence special education students are beginning to emphasize community-based instruction. As part of their school program, severely involved students learn how to function in their own communities. The speech/language pathologist provides direct or indirect services to students on-site in such community settings as restaurants, laundromats, libraries, banks, post offices, etc. The speech/language pathologist helps students with communication skills, monitors their progress, and assists in planning instruction. As a collaborator in a community-based iitervention program, the speech/language pathologist assists the teacher, occupational therapist, physical therapist, or other staff member in developing plans and strategies to encourage the growth of the students' functional communication areas.

Implementation Examples

1. Because the school is a community site, development of the student's skills and carryover of those skills into everyday life can be worked on in the school setting. The speech/language pathologist can enlist the support of many resources in the school to aid in remediation of a student's communication skills. Intervention assignment may be given to school personnel — the school secretary, maintenance person, librarian, cafeteria worker, and other teachers and peers — who are often successful in monitoring a student's language skills and in encouraging appropriate adjustments for each site or setting.

2. In community-based sites, the speech/language pathologist analyzes the experience site to identify relevant vocabulary to be learned, develops language concepts relevant to assigned tasks, and guides staff in using directional language most likely to clearly convey instructional messages to students.

Advantages

1. Service is provided in a real-life vocational context.

2. Language objectives are integrated with the student's vocational life objectives.

3. Immediate opportunities are provided for carryover of language skills to everyday life.

4. Language content, form, and use targets can be applied daily.

5. Student motivation is maintained because this method appeals to teenagers.

The activity that is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

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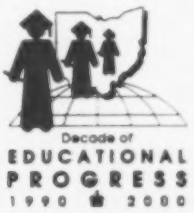

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